

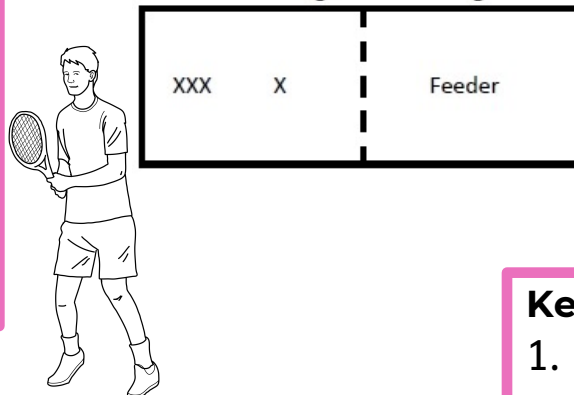
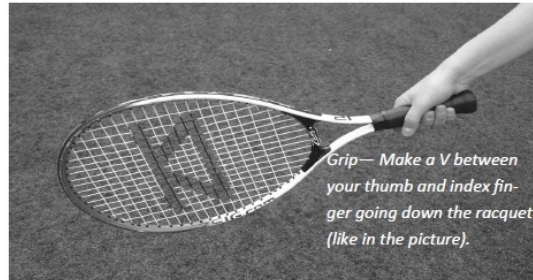
Knowledge Organiser: Year 2 Send and Return Unit 1

Prior Learning:

Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition.

Unit Focus: Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.

Equipment needed: A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.



Key Vocabulary/Skills

On toes to move towards the path of the ball.	Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.
Identifying dominant and non-dominant side.	
Basic service rules.	
Perform with increased agility in a conditioned game.	
Able to self-feed to send a ball to a partner using a racquet.	

Head: Decide on and play with dominant hand.

Hand: Take part in a rally.

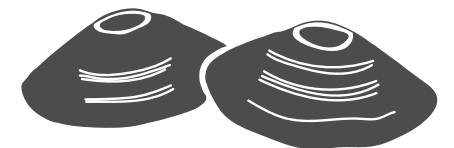
Heart: Play in modified games with others to send and return a ball over a net/line.

Key Questions:

1. How do you hold the racquet differently for the different types of hits?
2. What is a self-feed?
3. What is a boundary?
4. Why do you think we have boundaries?

Rules:

- Children can either hit with a racquet or their hand.
- Children must not run onto others courts to collect balls while they are in the middle of a point.



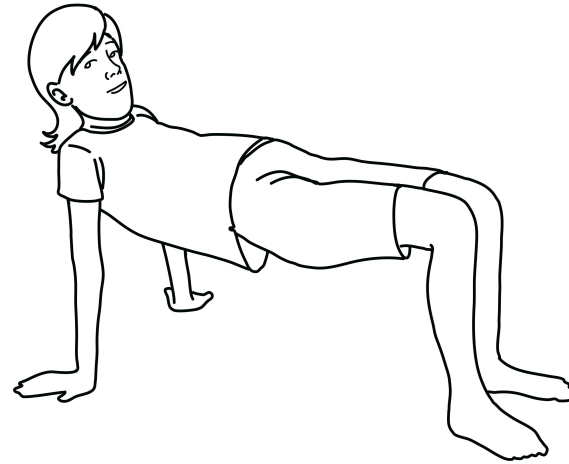
Prior Learning:

Performed a variety of basic gymnastics actions showing control. Introduced to turn, twist, spin, rock and roll and learned to link these. Perform longer movement phrases.

Unit Focus:

Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, and action cards.



Key Vocabulary/Skills

Start and finish shapes.	Shape, sequence, pattern, movement, music, timing, hang, like, carry, power, judging.
Power in jumping.	
Linking movements.	
Levels.	
Speed.	

Key Questions:

1. Can you name 3 elements of a sequence that can be judged?
2. Describe what you liked about a sequence.
3. How could you show different levels in a sequence?

Concepts:

Professional judging - Individually, gymnast starts from a 10.0. Throughout the routine, the judges deduct points, tenths, and even hundredths for mistakes in execution. Once the routine is over, the final score is tallied.

Head: Perform with some basic control and consistency.

Hand: Create and perform a simple sequence.

Heart: Reflect on own performance and use scoring system to judge performance.

