



Year 2 PE Progression of Skills, Knowledge & Vocabulary

Content	Core Tasks	Knowledge and skills	Key Concepts	Vocabulary	Assessment
Games Unit Title – Fundamentals 1	To complete a circuit of 5 activities from the KS1 Generic Multi-skills resource pack	Develop fundamental movement skills Extend agility, balance and co-ordination.	Develop control and co-ordination in large and small movements, Move confidently in a range of ways, safely negotiating space and handle equipment effectively. Play cooperatively, taking turns with others, follow instructions involving several ideas or actions. Work as part of a group and understand and follow the rules.	Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, stop, forwards, backwards, sideways, control, accurate, run, jog, turn, stretch, place, carry, safe collect retrieve, trap.	Below – are able to move about the space safely with some control and can throw and sometimes catch and kick. Met – can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball. Above – can move about the space safely at speed changing direction with control, can aim, throw and catch and kick a ball consistently well
Athletics Unit Title - Pentathlon					
Gymnastics Unit Title – Points of contact	Choose at least 2 clear positions of stillness and combine them with other actions to create a short sequence of 3 – 4 actions. Make sure you show different points of contact in your chosen positions of stillness	Develop fundamental movement skills. Extend agility, balance and co-ordination. Engage in co-operative physical activities.	Positions of stillness on varying numbers of contact points and body parts. Transfer of weight e.g. from one position of stillness to another. Short movement phrases – linking positions of stillness to other actions	Positions of stillness, points of contact, hold, balance, link, smoothly, flow, transitions, logical, control, focus, tension, stretch, transfer weight, different, varied, recall, remember, repeat, practice, improve, perform, short movement phrase, add, change, adapt, re-order, extend, more complex, space, safety.	Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. Select and link basic gymnastics actions into fluent short movement phrases. Identify and describe the difference between my own and others work. Handle large apparatus safely and explain the need for a warm up and cool down recognising what is happening to the body during exercise.
Games – Fundamentals Unit 2	Choose 2-3 activities from the KS1 Multi-skills resource pack	move about the space changing direction with control, avoiding + catching others. throw to a target successfully hold a variety of balances successfully catch a bean bag or medium size ball; use the correct technique for balance.	A - Agility B – Balance C – Co-ordination	Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate.	can stop a ball with basic control send a ball in the direction of another person and collect a ball take part in sending and receiving activities with a partner talk about exercising, safety and short term effects of exercise



Games – Fundamentals Unit 3	To be able to roll a ball underarm to a target. To be able to strike a ball with a bat. To play a game with others involving striking and fielding. To work co-operatively with a partner or in a group	Develop Striking skills. To observe striking skills and use information to improve performance. To work co-operatively with a partner and group. To understand safety involved with striking activities	Aim, throw, roll, send, receive, target, catch, sideways stance, swing, wicket bowler, fielder.	Racket, underarm, hit, collect, swing, grip, catch, release, score, strike, target. Aim, throw, roll, send, receive, bounce, top of bounce, sideways stance, rolling, wicket, bowler, fielder, golf	Strike a ball with a bat which is rolled/bowled Awareness of safety when taking part in activities using rackets and bats. work co-operatively with others. Bowl a ball underarm to a target. Aim a ball at a target using a golf club/Unihoc stick
Gymnastics – Unit Points of contact	Choose at least 2 clear positions of stillness and combine them with other actions to create a short sequence of 3 – 4 actions. show different points of contact in your chosen positions of stillness	Develop fundamental movement skills. Extend agility, balance and co-ordination. Engage in co-operative physical activities.	Positions of stillness on varying numbers of contact points and body parts. Transfer of weight e.g. from one position of stillness to another. Short movement phrases – linking positions of stillness to other actions	Positions of stillness, points of contact, hold, balance, link, smoothly, flow, transitions, logical, control, focus, tension, stretch, transfer weight, different, varied, recall, remember, repeat, practice, improve, perform, short movement phrase, add, change, adapt, re-order, extend, more complex, space, safety.	Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. Select and link basic gymnastics actions into fluent short movement phrases. Identify and describe the difference between my own and others work. Handle large apparatus safely and explain the need for a warm up and cool down recognising what is happening to the body during exercise.
Gymnastics Unit Title – Ball, wall, tall	Using the floor and apparatus create and perform a sequence of 3–4 actions showing the contrasting shapes of ball, tall and wall. Make sure you link the actions smoothly and that you show actions performed on different levels.	Develop fundamental movement skills. Extend agility, balance and co-ordination. Engage in co-operative physical activities	Ball, tall and wall shape actions e.g. positions of stillness, rolls, jumps etc. Short movement phrases – link actions on low, medium and high levels. Context – explore ball, tall and wall shape actions using	Ball shape actions, small, curved, rounded, curled, tuck shape, explore, static, position of stillness, rock, roll, spin, travel, involve, low/small apparatus, variety, different, over, along, on, mount, dismount, link, identify, similarities, differences, space, safe handling, safety.	Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. Select and link basic gymnastics actions into fluent short movement phrases. Identify and describe the difference between my own and others work. Handle large apparatus safely and explain the need for a warm up and cool down recognising what is happening to the body during exercise.
Dance Unit Title – The Great Fire of London	Create and perform a dance individually, with a partner or a small group, based on the idea of 'The Great Fire of London'.	Develop knowledge of the Great Fire of London. Develop the whole dance from start to end. Observe a partner and give feedback.	React to a stimulus such as fire (pictures, heat, and shape) with quick/slow movements, large/small actions, as an individual and in groups. Link actions together Show starts and ends.	Tall, wide, tucked, wind, fire, candle, roll, turn, jump, gesture, forwards, backwards, sideways, canon, unison, meet and part.	perform with control and co-ordination. respond imaginatively to a variety of stimuli. vary the dynamics, levels, speed and direction of my phrase/motif. I can safely perform teacher led warm-ups and can describe and discuss others work.



		changes in speed, level, direction and space			I can discuss my own and others work with simple vocabulary. I understand the need for warm up and cool down
Dance Unit Title – Magical Friends	<p>Create and perform short dances individually and with a partner to show friendship between 2 different characters.</p> <p>Section 1 – Penguin Small Taught penguin movement phrase with linked penguin movements showing different levels.</p> <p>Section 2 – The Snowman Contrasting snowman movement phrase showing changes in dynamics through size and speed of movements.</p> <p>Section 3 – Magical Friendship Use of travelling actions to meet a partner and gestures to show greeting a friend. Extending the dance to show a 'magical friendship'</p>	<p>Develop the whole dance from start to end.</p> <p>Observe a partner and give feedback changes in speed, level, direction and space</p>	<p>respond to various stimuli such as pictures, stories, films to use movement imaginatively that links to the dance idea of magical friendships. To work individually and in groups to link together dance sections.</p>	<p>level, direction, speed, action, walk, skip, leap, turn, travel, waddle, stamp, flap, clap, slide, dive.</p>	<p>perform with control and co-ordination</p> <p>respond imaginatively to a variety of stimuli</p> <p>vary the dynamics, levels, speed and direction of my phrase/mot</p> <p>I can safely perform teacher led warm-ups and can describe and discuss others work</p> <p>discuss work with simple vocabulary</p>
OAA Unit – Trails, Trust and Teamwork	<p>Complete a number of tasks, to allow pupils to develop co-operation, team work and trust.</p>	<p>A range of sequential learning experiences that allow pupils to venture successfully in the outdoors.</p> <p>Respond to different</p>	<p>Teamwork, trust, communication and cooperation, solving problems in small groups, understanding trails, remembering places.</p>	<p>Alphabet, problem solving, trust, support, obstacle, equipment, over, under.</p>	<p>Follow instructions, remember what they have seen and give directions.</p> <p>Follow a range of trails and use a simple shapes 'map'.</p>



		challenges and problem-solving tasks.			Solve simple problems and discuss their actions. Work together to perform a task.
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