



PE –YEAR 2

Skills Progression

PE Skills Pathfinders Year 2	PE Skills Pathfinders Year 3
1. Throw and catch displaying competency, in isolation and in varied environments 2. Demonstrate changes of direction, speed & level during performances or in competitive environments 3. Show an awareness of how the body changes/functions during exercise 4. Perform and repeat sequences of movements 5. Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination) 6. Use FUNdamentals of movement to employ simple tactics in varied environments 7. Swim 5m unaided, proficient in a stroke 8. With guidance participate displaying respect, fair play and working well with others	1. Throw and catch displaying with accuracy, in isolation and varied environments 2. Demonstrate changes of direction, speed & level in competitive environments or during performances 3. Demonstrates a clear understanding of how the body changes/functions during exercise 4. Moves in a fluent and expressive manner 5. Plan, perform and repeat sequences of movements in a group 6. Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) 7. Use FUNdamentals of movement to employ simple tactics in competitive environments 8. Swim 10m unaided 9. Displays an understanding of fair play, respect and working well with others

Skills and Knowledge Progression

Year	
Invasion Games Acquiring and developing skills Children: • move fluently, changing direction and speed easily and avoiding collisions • show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking	OAA Acquiring and developing skills Children: • recognise where they are on a plan or diagram • travel successfully to and from objects and locations on the ground • recognise symbols and pictures and relate them to a diagram



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- understand the concept of tracking, and get in line with the ball to receive it

Selecting and applying skills, tactics and compositional ideas

Children:

- understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming
- use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions
- recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents

Knowledge and understanding of fitness and health

Children:

- describe what it feels like when they breathe faster during exercise
- explain why running and playing games is good for them

Evaluating and improving performance

Children:

- watch others' movements carefully
- describe what they have done or seen others doing
- copy what they see and say why it is good

- use a range of skills to lift and carry equipment

Selecting and applying skills, tactics and compositional ideas

Children:

- understand the purpose of an activity and plan their actions so that they are successful
- choose simple approaches to solve the problems they are set
- work cooperatively with others on tasks

Knowledge and understanding of fitness and health

Children:

- recognise and describe the different physical demands of the tasks and challenges
- show an awareness of how to keep safe

Evaluating and improving performance

Children:

- describe their own and others' roles in activities
- identify what was completed well and what different approaches could have been used
- work cooperatively with others

Gym

Acquiring and developing skills

Children:

- * perform a range of actions with control and coordination
- * repeat accurately sequences of gymnastic actions
- * move smoothly from a position of stillness to a travelling movement

Dance

Selecting and applying skills, tactics and compositional ideas

Children:

- * choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities



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* move smoothly and in a controlled way from one position of stillness to another

Selecting and applying skills, tactics and compositional ideas

Children:

- * devise, repeat and perform a short sequence in which there is a clear beginning, middle and end
- * adapt the sequence to include apparatus or a partner
- * use different combinations of floor, mats and apparatus, showing control, accuracy and fluency

Knowledge and understanding of fitness and health

Children:

- * say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool
- * recognise and avoid risks when handling and placing apparatus

Evaluating and improving performance

Children:

- * describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control
- * choose one aspect of their sequence to improve, and say how to improve it

* remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness

* perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings

* show some sensitivity to the accompaniment

Acquiring and developing skills

Children:

* talk about different stimuli as the starting point for creating dance phrases and short dances

* explore actions in response to stimuli

* explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements

Knowledge and understanding of fitness and health

Children:

- * know how their bodies feel after dance activities
- * know that they need to warm up and cool down for dance

Evaluating and improving performance

Children:

- * describe dance phrases and expressive qualities
- * say what they like and dislike, giving reasons
- * show an understanding of mood and describe how a dance makes them feel

Swimming

Section 1: Knowledge and understanding of fitness and health

Children:

- * describe how the temperature of the water affects their bodies
- * explain what they do to feel warmer in the water

Net/striking and fielding

Acquiring and developing skills

Children should learn:

- to consolidate and develop the range and consistency of their skills in net games

Selecting and applying skills, tactics and compositional ideas

Children should learn:



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- * know and explain the rules and routines that keep them safe near water
- * take care of themselves and are aware of others in and around the swimming pool

Section 2: Acquiring and developing skills

Children:

- * enter the water carefully, as taught
- * move around and across the pool, *eg walking, running, hopping*, with swimming aids and support
- * move on and below the surface, showing confidence and enjoyment in the water
- * begin to swim short distances of between 5 and 20 metres, using aids and later without them

Section 3: Selecting and applying skills, tactics and compositional ideas

Children:

- * talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land
- * use different arm and leg actions to propel themselves through the water, at first upright and then horizontal, using swimming aids and support
- * gradually coordinate these actions, so that they remain balanced and in control of their bodies
- * stretch out and keep afloat on the surface, using a number of body shapes

Section 4: Evaluating and improving performance

Children:

- * use actions and words to explain what they and others do in the pool
- * copy and describe what they see in short demonstrations

- to choose and use a range of simple tactics and strategies
- to keep, adapt and make rules for net games

Knowledge and understanding of fitness and health

Children should learn:

- to know why warming up is important
- to recognise how playing affects their bodies

Evaluating and improving performance

Children should learn:

- to recognise what skilful play looks like
- to suggest ideas and practices to improve their play



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Multi Skills

Health & Fitness

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

Creative

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression

Cognitive

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I know where I am with my learning and I have begun to challenge myself. I can understand the simple tactics of attacking and defending. I can explain what I am

Athletics

Acquiring and developing skills

Children:

- demonstrate the five basic jumps on their own, eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off and landing
- run continuously for about one minute and, when required, show the difference between running at speed and jogging
- throw with increasing accuracy and coordination into targets set at different distances
- demonstrate a range of throwing actions using a variety of games equipment

Selecting and applying skills, tactics and compositional ideas

Children:

- use different techniques, speeds and effort to meet challenges set for running, jumping and throwing

Knowledge and understanding of fitness and health

Children:

- describe what happens to their heart, breathing and temperature during different types of athletic activity

Evaluating and improving performance

Children:

- identify and describe different running, jumping and throwing actions
- explain what is successful and what they have to do to perform better



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doing well and I have begun to identify areas for improvement.

Applying Physical

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

Social

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

Personal

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I know where I am with my learning and I have begun to challenge myself.



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Key Vocabulary

Hand/eye coordination
Transfer of body weight
Peer Assess
Being successful
Sportsmanship
Teamwork
Physical
Healthy well being
Moderation

Safety
 Stance
 Distance/length
 Intercept
 Defend
 Balance
 Strike
 Right/left
 Pace
 Stamina
 Agility
 Coaching
 Coordination
 Accuracy
 Analyse
 Performance