




PE Progression Map Year 2

| National Curriculum | Area | Knowledge/Skills (Sequence of learning) | |  |
|---|-----------|---|--|--|
| <ul style="list-style-type: none"> • 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 • perform dances using simple movement patterns. | Athletics | Health and Fitness | <ol style="list-style-type: none"> 1) Recognise and describe how the body feels during and after different physical activities 2) Explain what they need to stay healthy | body, physical activity healthy, explain |
| | | Running | <ol style="list-style-type: none"> 1) Run at different paces, describing the different paces 2) Use a variety of different stride lengths 3) Travel at different speeds 4) Begin to select the most suitable pace and speed for distance 5) Complete an obstacle course 6) Vary the speed and direction in which they are traveling 7) Run with basic techniques following a curved line 8) Be able to maintain and control a run over different distances | run, pace, accelerate stride speeds suitable pace, suitable speed, distance obstacle course direction, travel technique, curved line control |
| | | Throwing | <ol style="list-style-type: none"> 1) Throw different types of equipment in different ways for accuracy and distance 2) Throw with accuracy at targets of different heights 3) Investigate ways to alter their throwing technique to achieve greater distance | equipment, accuracy, distance target, height technique, distance |
| | | Jumping | <ol style="list-style-type: none"> 1) Perform and compare different types of jumps: for example: 2) 2 feet to 2 feet, 3) 2 feet to 1 foot, 4) 1 foot to the same foot 5) 1 foot to the other foot. 6) Combine different jumps together with some fluency and control 7) Jump for distance from a standing position with accuracy and control 8) Investigate the best jump to cover different distances 9) Choose the most appropriate jumps to cover different distances 10) Know that the leg muscles are used when performing a jumping action | types of jumps take off combine jumps, fluency, control distance, standing position choice leg muscles, action |

| | | | | |
|--|-------|------------------------------|--|--|
| | | Compete/Perform | 1) Perform learn skills with increasing control 2) Compete against self and others | perform, control compete – self compete - others |
| | | Evaluate | 1) Watch and describe performances and use what they see to improve their own performance 2) Talk about the difference between their work and that of others | Improve performance compare, contrast |
| | Dance | Health and Fitness | 1) Recognise and describe how the body feels during and after physical activities 2) Explain what they need to stay healthy | body, physical activity healthy, explain |
| | | Dance Skills | 1) Copy, remember and repeat actions 2) Create a short motif inspired by a stimulus 3) Change the speed and level of their actions 4) Use simple choreographic devices such as unison, canon and mirroring 5) Use different transitions within a dance motif eg turning, jumping, moments of still 6) Move in time to music 7) Improve the timing of their actions | repeat motif, stimulus speed, level choreography, unison, canon, mirroring transitions, turning, jumping, still beat, time, rhythm timing |
| | | Complete / Performs | 1) Perform sequences of their own composition with co-ordination 2) Perform learnt skills with increasing control a. Eg leaping, change of level and speed 3) Compete / perform alone and with a partner | sequences, co-ordination control, leaping, level, speed alone, partner |
| | | Evaluate | 1) Watch and describe performances and use what they see to improve their own performance 2) Talk about the difference between their own work and that of others | Improve performance compare, contrast |
| | | | | |
| | Games | Health and Fitness | 1) Recognise and say how the body feels during and after different physical activities. 2) Explain what they need to stay healthy. | body, physical activity healthy, explain |
| | | Tactics and Rules | 3) Understand the importance of rules in a game. 4) Use at least one technique to attack or defend to play a game successfully (dodging, movement, marking, creativity) | rules technique, attack, defend, dodge, marking, creativity |
| | | Strike and hitting a ball | 1) Strike or hit a ball with increasing control 2) Learn skills for playing striking and fielding games.(Teachers choice) 3) Position the body to strike a ball | strike, hit, control striking, fielding position, strike |
| | | Throwing and catching a ball | 1) Throw different types of equipment in different ways for accuracy and distance 2) Throw, catch and bounce a ball with a partner 3) Use throwing and catching skills in a game 4) Throw a ball for distance 5) Use hand-eye co-ordination to control a ball 6) Vary types of throw used | throw, accuracy, distance catch, bounce, partner distance hand- eye co-ordination underarm, overarm, type of throw |

| | | | | | |
|--|------------|---|--|--|--|
| | | Attacking and defending | 1) Begin to use and understand the terms attacking and defending. 2) Use at least one technique to attack or defend to play a game successfully (dodging, movement, marking, creativity) | attacking, defending dodging, movement, marking, creativity | |
| | | Travelling with a ball | 1) Bounce and kick a ball whilst moving 2) Use kicking skills in a game 3) Use dribbling skills in a game | bounce, kick, moving kicking dribbling | |
| | | Using space | 1) Use different ways of traveling at different speeds and following different pathways, directions or courses 2) Change speed and direction whilst running 3) Begin to choose and use the best space in a game | traveling, speeds, pathways, directions, courses change speed / direction choose best space | |
| | | Passing a ball | 1) Know how to pass the ball in different ways Eg different parts of the foot | pass, parts of the foot | |
| | | Compete / Perform | 1) Perform sequences of their own composition with co-ordination Eg dodge past an opponent and catch a bean bag. 2) Perform learnt skills with increasing control 3) Compete against self and others | sequences, dodge, catch control compete against self / others, scoring | |
| | | Evaluate | 1) Watch and describe performances and use what they see to improve their own performance. 2) Talk about the differences between their work and that of others. | Improve performance compare, contrast | |
| | Gymnastics | Health and Fitness | 1) Recognise and describe how the body feels during and after different physical activities 2) Explain what they need to stay healthy | body, physical activity healthy, explain | |
| | | Rolls | 1) Log roll (controlled) 2) Curled side roll (egg roll – controlled) 3) Teddy bear roll (controlled) 4) Rocking forward roll 5) Crouched forward roll | log curled side roll (egg roll) teddy bear roll rocking forward roll crouched forward roll | |
| | | Acquiring and developing skills (General) | 1) Copy, explore and remember actions and movements to create their own sequence 2) Link actions to make a sequence 3) Travel in a variety of ways including rolling 4) Hold a still shape whilst balancing on different points of the body 5) Jump in a variety of ways and land with increasing control and balance 6) Climb onto and jump off the equipment safely 7) Move with increasing control and care | actions, movements link actions travel balance, points jump, control, balance climb, jump, landing, safely control, care | |
| | | Vault | 1) Hurdle step onto springboard 2) Straight jump off springboard 3) Tuck jump off springboard | hurdle straight jump tuck jump | |
| | | Shapes and Balances | 1) Standing balances 2) Kneeling balances 3) Large body part balances 4) Balances on apparatus 5) Balances with a partner 6) Pike, tuck, star, straight, straddle shapes | standing balance kneeling balance large body parts apparatus partner pike, tuck, star, straight, straddle, stretch, wide, narrow | |
| | | | | | |
| | | | | | |

| | | | |
|--|---------------------------------------|--|---|
| | | 7) Front and back support | front support, back support |
| | Handstands, cartwheels and round offs | 1) Bunny Hop 2) Front support wheelbarrow with partner 3) T-lever 4) Scissor kick | bunny hop front support wheelbarrow with partner T-lever Scissor kick |
| | Jumps | 1) Straight jump 2) Tuck jump 3) Jumping jack 4) Half turn jump 5) Cat spring 6) Cat spring to straddle | straight jump tuck jump jumping jack half turn cat spring cat spring to straddle |
| | Travelling and linking actions | 1) Tiptoe, step, jump and hop 2) Hopscotch 3) Skipping 4) Galloping 5) Straight jump half-turn | tiptoe, step, jump, hop hopscotch skipping galloping straight jump, half turn |
| | Compete and perform | 1) Perform sequences of their own composition with coordination 2) Perform learnt skills with increasing control | Sequence, co-ordination perform, control |
| | Evaluate | 1) Watch and describe performances and use what they see to improve their own performance 2) Talk about the differences between their work and that of others | Improve performance compare, contrast |