

Willaston Primary Academy

Physical Education Progression of Skills, Competencies and Knowledge

| Year 2 | | |
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| Fundamental Movement Skills | Children in Year 2 should develop fundamental movement skills, becoming increasingly more confident and competent in a range of gross movement skills such as Running, Jumping, Throwing, Catching, Bouncing, Kicking and Striking, developing on the skills acquired in Year 1 | |
| <p>Running</p> <p>All children in Year 2 should be taught to;</p> <ul style="list-style-type: none"> • Run at different speeds • Move along basic pathways, eg Straight Line, in a curve etc. • Move along more complex pathways. • Move safely and in space. <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Run at different speeds, recognising the difference between walking, jogging and sprinting • Move along a range of different pathways <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Run at different speeds selecting the appropriate speed for that activity • Move along a wide range of pathways at different speeds and will be able to think of their own pathways • Run along a line | <p>Jumping</p> <p>All children in Year 2 should be taught to;</p> <ul style="list-style-type: none"> • Begin to use the correct technique for jumping as high and as far as they can • Explore different types of jumps • Land Safely • Make a simple sequence of jumps <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Jump as high and as far as possible using the correct techniques • Use different ways of jumping • Land Safely, with control • Create a sequence of jumps and show it to a partner. • To be able to jump and display different, basic shapes whilst in the air. <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Use the correct technique for jumping for height and distance improving their performance • Jump from a standing position with accuracy | <p>Throwing</p> <p>All children in Year 2 should be taught to;</p> <ul style="list-style-type: none"> • Roll a ball • Use a simple underarm throw • Move along basic pathways, eg Straight Line, in a curve etc. • Remain in balance when throwing <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Use an opposition overarm throw • Bounce a ball when moving • Pitch a quoit sideways <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Step forward into an opposition overarm throw • Throw an oval ball |

- and control
- Land safely with control and technique
 - Create and improve a sequence of jumps, acting on feedback.

Catching

All children in Year 2 should be taught to;

- Roll a ball and pick it up as it slows down
- Catch a ball with two hands
- Remain in balance when catching

Most of the children should be able to;

- Stop a rolling ball with two hands.
- Jump to catch a ball
- Get into a position to catch a ball
- Catch a ball thrown by a partner, with two hands

Some children will be able to;

- Stop a rolling ball or quoit with one hand
- Step forward as they catch a quoit sideways
- Catch an oval ball

Bouncing

All children in Year 2 should be taught to;

- Drop and catch a ball with two hands
- Push or pat the ball in a downwards motion

Most of the children should be able to;

- Bounce a ball when moving

Some children will be able to;

- Bounce using 1 hand
- Bounce a ball with control, changing hands

Kicking

All children in Year 2 should be taught to;

- Use different parts of the foot to control and move with the ball
- Propel the ball forwards using a simple technique
- Move along basic pathways, e.g. Straight Line, in a curve etc. whilst dribbling the ball.

Most of the children should be able to;

- Use a simple technique to kick the ball forwards

Striking

All children in Year 2 should be taught to;

- Roll a ball and stop it with a bat or racquet as it slows down
- Balance a ball on a bat or racquet whilst standing still

Most of the children should be able to;

- Roll a ball along a line or to a target hit it with a bat or racquet as it slows down
- Balance a ball on a bat or racquet whilst following a pathway

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| <ul style="list-style-type: none"> • Use simple dribbling techniques to travel with the ball • Kick a ball into a goal or target <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Kick a ball along a line to a target with speed and control • Use a simple (toe poke) and more complete (side of foot) technique to kick the ball • Kick a ball at, or into a target with increasing consistency | <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Roll a ball or a quoit along a line or to a target with speed and control, then hit it with confidence • Hit a ball that is sitting on top of a tee. • Hit a moving ball, passed by a partner |
| <p>Children develop Agility, Balance and Coordination and start to use these in a range of activities.</p> | <p>** should be incorporated in all activities **</p> <p>Agility: Children will be able to dodge Children should be able to dodge, on one leg</p> <p>Balance: Children should remain in balance when throwing, catching, kicking, jumping/landing and when being pushed. Children should be able to keep their balance on one leg Children should be able to dodge, on one leg</p> <p>Coordination: Children should be able to walk along a line</p> |
| <p>Play in competitive team sports, developing attacking and defending principles</p> | <p>All children in Year 2 should be taught to;</p> <ul style="list-style-type: none"> • Begin to use the terms attacking and defending • Throw and Catch a ball with a partner using different techniques • Kick a ball whilst moving • Pass a ball in different ways • Begin to use throwing, catching and kicking skills in a game with some success • Use at least one technique to attack, such as dodging to play a game with some success • Begin to choose and use the best space in a game • Perform learnt skills with some control • Understand the importance of rules and follow them in simple games. |

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| | <ul style="list-style-type: none"> • Begin to work as part of a team. <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Begin to understand the terms attacking and defending • Throw and catch a ball with a partner using different techniques and begin to choose the best pass to use in a game. • Kick a ball, using the correct techniques whilst moving with some control and fluency • Pass a ball in different ways using the correct technique in a game with increasing accuracy, confidence and success. • Begin to apply these skills in games successfully, including dodging and marking. <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Explain the terms attacking and defending • Throw and Catch a ball with a partner using different techniques and demonstrate the best pass to make in a game. • Kick a ball whilst moving including changing direction and speed with control and confidence • Pass a ball in different ways over a range of distances, demonstrating control and accuracy • Confidently use throwing, catching, kicking skills in a game with control and accuracy • Perform learnt skills with good control • Consistently apply a range of attacking and defending skills in a game successfully. • Use space well to pass and receive a ball • Know how to make or deny space in a game when attacking and defending • Follow more complex rules in games and explain the importance of having them • Work effectively as part of a team. |
| Dance with simple movement patterns | <p>All children in Year 2 should be taught to;</p> <ul style="list-style-type: none"> • Copy and Repeat some movements to form a simple motif • Perform some actions in unison and canon • Copy the movements and body shapes to represent feelings and actions • Copy the movements of peers • Move their body with some control • Combine given movements to make a dance. • Show awareness of the music by making appropriate body movements and shapes • Copy movements and actions to tell a story • Answer questions about their performance • Copy the movements of others to represent different parts of a story and perform them in unison with a partner • Perform a whole dance with prompting |

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| | <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Use and remember their own movements as part of a motif • Perform a range of actions in unison and canon • Use different movements and body shapes to represent feelings and actions • Evaluate the performance of others giving praise and suggestions for improvement • Work cooperatively in a group • Perform a range of movements at different speeds or levels showing good control • Use movements from previous learning • Perform a range of movements in time with the music • Create and remember suitable movements as part of a story • Evaluate and talk about their own performance. • Use a mixture of unison and canon to tell a story • Remember the structure of a whole dance and perform independently <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Create a range of suitable movements and remember to perform these in both canon and unison as part of a motif. • Adapt their motif to include changes of level and add appropriate facial expressions • Demonstrate a wide variety of movements and body shapes • Give detailed evaluation of their own performance • Suggest how their group might adapt their movements • Create clear body shapes and controlled movements • Use a variety of movements to create an imaginative dance. • Perform and transition between a range of body movements and shapes showing good awareness of timing when performing to music. • Adapt and improve movements and facial expressions when appropriate • Clearly explain the structure of a whole dance and perform it confidently. |
| Other | <ul style="list-style-type: none"> • Children should also be able to explain why are bodies feel different after exercise |