

# Waterville Primary School Progression of Skills and Vocabulary in PE

## Year 2

### KS1 National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### Pupils should be taught:

- to 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.

<b>Social Focus &amp; RESPECT Values</b>	Will pupils work effectively with different partners and carefully follow instructions? Can participate in team games developing simple communication skills? Are pupils able to work as part of a team by collaborating with others? Do pupils motivate others? Can pupils demonstrate sportsmanship?
<b>Physical Focus</b>	Can pupils describe how their body feels before, during and after different activities? Can pupils explain what their body needs to keep healthy? Can pupils describe ways to be active physically? Can pupils improve cardiovascular fitness? Can pupils improve strength, power and speed? Can pupils develop balance, agility and co-ordination?
<b>Personal Health</b>	Can pupils talk about some examples of ways to be healthy? Do pupils know how to carry, lift and place equipment?
<b>Technical Focus</b>	How well can a child select a skill to adapt to the situation? How well can a child use a range of skills in sequence? Can a pupil adapt tactics / strategy to meet the needs of the situation?
<b>Evaluation &amp; Psychological Focus</b>	Can the pupil watch and describe performances using what is seen to improve their own performance? Are pupils able to talk about the differences between their work and that of others? How well can the pupil perform under pressure? How is the pupil's performance in a competitive environment? Can pupils find a range of ways to resolve a problem?

Gymnastics	Dance	Ball Skills- Invasion Games	Throwing and Catching - Fielding Games	Athletics
To remember and repeat simple gymnastic actions with control.  To balance on isolated parts of the body.  To develop a range of gymnastic moves, particularly balancing.  To link together a number of gymnastic actions into a sequence.  To explore ways of travelling around on large apparatus.  To choose and use a variety of gymnastic actions to make a sequence.  To travel be rolling forwards, backwards and sideways.  To climb onto and off the equipment safely.	To copy, remember and repeat actions.  To create a short motif inspired by a stimulus.  To explore different levels and speeds of movement.  To compose and perform simple dance phrases.  To develop a range of dance movements and improve timing.  To move in time to music, creating movements that show rhythm and control.  To use simple transitions within a dance motif.  To use simple choreographic devices such as unison, canon and mirroring.	To travel with a ball in different directions, side to side, forwards and backwards, with control and fluency.  To pass a ball accurately to a partner over a variety of distances and begin to use this skill in modified games.  To use and understand the terms attacking and defending.  To use at least one technique to attack or defend to play a modified game successfully.	To throw different types of equipment in different ways, for accuracy and distance.  To strike a ball with increasing control and use good body position.  To develop catching skills.  To practice throwing skills in a circuit.  To play a game fairly and in a sporting manner.  To use fielding skills to play a game.	To travel at different speed to suit the purpose.  To combine different jumps together with some fluency and control.  To jump for distance from a standing position with accuracy and control.  To run with agility and confidence.  To throw different objects in a variety of ways.  To complete an obstacle course with control and agility.  To run for distance.  To hurdle an obstacle and maintain effective running style.  To learn the best jumping techniques for distance.

### Vocabulary

Apparatus Balance Climb Patches Points Roll Shapes Travelling Shoulder stand Tension Walk	Beat Dance Flow Independent Mirror Movements Pattern Performance Sequence Theme Travel	Accuracy Agility Aim Balance Base Co-ordination Movement Pattern Rock and roll Rotate Skittles Target Timing Tuck Twist and turn	Bounce Circuit Kwik Cricket Overarm throw Sideways Underarm	Balance Direction Distance Hurdle Obstacle Power Relaxed Relay Speed Swing
---	--	--	--	---