



Year 2 PE Progression Steps

Year 2	Developing	Expected Standard	Exceeding	PE Language
Gymnastics	<ul style="list-style-type: none"> • Pupils are beginning to plan and repeat simple sequences of actions. • Pupils are beginning to show contrasts in shape. • Pupils are beginning to perform the basic gymnastics actions with coordination. • Pupils are beginning to find and use space safely. • Pupils are beginning to describe what they and others have done. 	<ul style="list-style-type: none"> • Pupils plan and repeat simple sequences of actions. • Pupils show contrasts in shape. • Pupils perform the basic gymnastics actions with coordination. • Pupils find and use space safely. • Pupils describe what they and others have done. 	<ul style="list-style-type: none"> • Pupils confidently plan and repeat simple sequences of actions. • Pupils confidently show contrasts in shape. • Pupils confidently perform the basic gymnastics actions with coordination. • Pupils understand the importance of finding and using space safely. • Pupils confidently describe what they and others have done. 	<ul style="list-style-type: none"> • Hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn • Under, through, towards, in front, behind, over • Words to describe: <ul style="list-style-type: none"> - Speed (fast) - Shape (twisted, curled, wide, narrow) - Level(medium) - Direction (backwards, sideways) - Pathway (zigzag, angular) - Body parts and surfaces (legs, arms, hips, fingers, shoulders, tummy, side)
Dance	<ul style="list-style-type: none"> • Pupils move with control and coordination. • Pupils communicate feelings and moods through movements. • Pupils link movements fluently. • Pupils use different levels and speeds. • Pupils suggest ways they could improve their work, using simple vocabulary. • Pupils create a performance with a clear start and end. 	<ul style="list-style-type: none"> • Pupils move with control and coordination. • Pupils communicate feelings and moods through movements. • Pupils link movements fluently. • Pupils use different levels and speeds. • Pupils suggest ways they could improve their work, using simple vocabulary. • Pupils create a performance with a clear start and end. 	<ul style="list-style-type: none"> • Pupils move with control and coordination. • Pupils communicate feelings and moods through movements. • Pupils link movements fluently. • Pupils use different levels and speeds. • Pupils suggest ways they could improve their work, using simple vocabulary. • Pupils create a performance with a clear start and end. 	<ul style="list-style-type: none"> • Words to describe body actions and body parts • Stimulus • Words to describe levels (high, medium, low) • Words to describe directions • Words to describe pathways (curved, zigzag) • Words to describe moods, ideas and feelings (happy, angry, calm, excited, sad, lonely) • Tired, hot, sweaty, heart rate • Warm up, cool down
Games	<ul style="list-style-type: none"> • Pupils move into different positions before throwing. • Pupils throw with a suitable technique. • Pupils feed the ball to their partner. • Pupils move to try to intercept the ball when fielding. • Pupils change direction and speed easily. • Pupils change their approach in response to their opponent's actions. • Pupils change their approach in response to the position they are playing, e.g. fielding, batting. 	<ul style="list-style-type: none"> • Pupils move into different positions before throwing. • Pupils throw with a suitable technique. • Pupils feed the ball to their partner. • Pupils move to try to intercept the ball when fielding. • Pupils change direction and speed easily. • Pupils change their approach in response to their opponent's actions. • Pupils change their approach in response to the position they are playing, e.g. fielding, batting. 	<ul style="list-style-type: none"> • Pupils move into different positions before throwing. • Pupils throw with a suitable technique. • Pupils feed the ball to their partner. • Pupils move to try to intercept the ball when fielding. • Pupils change direction and speed easily. • Pupils change their approach in response to their opponent's actions. • Pupils change their approach in response to the position they are playing, e.g. fielding, batting. 	<ul style="list-style-type: none"> • Rebound • Tracking or movement of the ball • Timing • Speed • Direction • Passing, controlling • Shooting • scoring

	<ul style="list-style-type: none"> • Pupils describe what they have done or seen others doing. 	<ul style="list-style-type: none"> • Pupils describe what they have done or seen others doing. 	<ul style="list-style-type: none"> • Pupils describe what they have done or seen others doing. 	
Athletics - Running	<ul style="list-style-type: none"> • Pupils sometimes look up whilst running. • Pupils are beginning to demonstrate good running technique. • Pupils are beginning to run at different speeds. • Pupils are beginning to change direction whilst running. • With support, pupils observe and comment on others' performance. • With support, pupils say what they have done well and what they need to improve on. 	<ul style="list-style-type: none"> • Pupils look up whilst running. • Pupils demonstrate good running technique. • Pupils run at different speeds. • Pupils change direction whilst running. • Pupils observe and comment on others' performance. • Pupils say what they have done well and what they need to improve on. 	<ul style="list-style-type: none"> • Pupils look up whilst running. • Pupils demonstrate good running technique. • Pupils run at different speeds, according to the type of activity. • Pupils change direction whilst running. • With confidence, pupils observe and comment on others' performance. • With confidence, pupils say what they have done well and what they need to improve on. 	<ul style="list-style-type: none"> • Run, hop, skip, step • Sideways, forwards, backwards • Fast, medium, slow • safely
Athletics – Jumping	<ul style="list-style-type: none"> • Pupils can demonstrate the take off. • Pupils demonstrate the landing. • With support, pupils choose an appropriate jumping action for distance. • Pupils can demonstrate two out of the three basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot. 	<ul style="list-style-type: none"> • Pupils demonstrate control in the take off. • Pupils demonstrate control when landing. • Pupils choose an appropriate jumping action for distance. • Pupils can demonstrate all of the basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot. 	<ul style="list-style-type: none"> • Pupils demonstrate control and confidence in the take off. • Pupils demonstrate control and confidence when landing. • Pupils choose an appropriate jumping action for distance. • Pupils can confidently and competently demonstrate all of the basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot. 	<ul style="list-style-type: none"> • Run, hop, skip, step, jump
Athletics - Throwing	<ul style="list-style-type: none"> • Pupils use underarm throws with a degree of accuracy. • Pupils use overarm throws with a degree of accuracy. • With support, pupils can choose an appropriate throwing action for the distance. • With support, pupils can choose an appropriate throwing action for the equipment. • With support, pupils observe and comment on others' performance. • With support, pupils say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Pupils use underarm throws accurately. • Pupils use overarm throws accurately. • Pupils choose an appropriate throwing action for the distance. • Pupils choose an appropriate throwing action for the equipment. • Pupils observe and comment on others' performance. • Pupils say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Pupils use underarm throws accurately and confidently. • Pupils use overarm throws accurately and confidently. • Pupils choose an appropriate throwing action for the distance, and can explain why they have chosen this. • Pupils choose an appropriate throwing action for the equipment, and can explain why they have chosen this. • Pupils confidently observe and comment on others' performance. • Pupils confidently say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Throw high, low, far, near, straight • Aim • Drop, bounce • safely

<p>OAA</p>	<ul style="list-style-type: none"> • Pupils listen to and follow instructions. • With some support, pupils can follow a trail. • With some support, pupils can work with friends to plan how to solve a problem. • With guidance, pupils can help each other. • With support, pupils can suggest ways to improve plans and strategies. • With support, pupils can say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Pupils listen to and follow instructions. • Pupils can follow a trail. • Pupils can work with friends to plan how to solve a problem. • Pupils can help each other. • Pupils can suggest ways to improve plans and strategies. • Pupils can say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Pupils listen intently to and follow instructions. • Pupils can confidently and competently follow a trail. • Pupils can work with friends/small groups to plan how to solve a problem. • Pupils confidently help each other. • Pupils demonstrate confidence when suggesting ways to improve plans and strategies, drawing on what they have learnt. • With confidence, pupils can say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Listen • Explore, plan, do • Maps, diagrams • Pictures, symbols • Trail • Seek, find • Challenges • Problem solving • Plan, do, talk about
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