

Year 2 – Physical Skills	
Running	<ul style="list-style-type: none"> • Able to identify where to run and decide when is the best time to move in chasing and avoiding games. • Beginning to be able to select different paces of running for different activities • Able to run for increasingly prolonged periods of time
Jumping	<ul style="list-style-type: none"> • Beginning to develop different types of take-off and landing techniques • Shows a developing understanding of the techniques required to jump for distance
Throwing	<ul style="list-style-type: none"> • Able to confidently move a ball or bean bag from one hand to the other when stationary and when moving. • Able to catch with one hand when working individually and with a partner. • Can throw a large ball using two hands accurately • Able to aim at high, low, stationary and moving targets using different types of throw and different types of equipment
Catching	<ul style="list-style-type: none"> • Able to use two hands to dribble a ball, including changing speed and direction. • Able to use one hand to dribble a ball with some control • Able to run after and towards a rolling or bouncing ball, retrieve and throw to return. • Able to move into space to catch a ball or bean bag (stationary or moving).
Kicking	<ul style="list-style-type: none"> • Able to dribble a ball using their feet, including changes of speed and direction. • Able to send a ball to a moving (partner) or a stationary target using feet.
Agility	
Balance	
Co-ordination (Striking)	<ul style="list-style-type: none"> • Able to bounce a ball up and down on a racket with control. • Able to strike a ball towards a stationary target with control.
Gymnastics	<ul style="list-style-type: none"> • To demonstrate improving strength, flexibility and control when performing a range of basic gymnastic shapes. • To travel with body weight partly supported by hands. • To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing. • To demonstrate strength and control when performing balances using different body parts. • To perform rocking actions in pike and straddle shapes with good strength and body tension demonstrated • To perform a forward roll with control and with a clear starting and finishing position.
Dance	<ul style="list-style-type: none"> • To create and explore body actions which resemble aspects of a given theme (e.g. winter), performing them with control. • To explore, remember and link a range of actions, performing them with increasing control. • To compose a short dance phrase including actions which represent a given theme, performing with increasing control and co-ordination. • To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.

Year 2 Progression Overviews
Physical – Thinking – Social and Emotional

Year 2 Thinking Skills	
Self - Reflection	<ul style="list-style-type: none"> • To identify where to run and decide when is the best time to move in chasing and avoiding games.
Collaboration	<ul style="list-style-type: none"> • To choose the skills and ideas that meet the needs of a specific game. • To keep possession of the ball and choose the right time to attempt to score. • To choose the best way to stop an opponent from scoring points. • To choose the best way for a team or individual to score points. • To use game specific basic tactics to score more points. • To use basic tactics that are appropriate for different types of games. • To look for space away from an opponent and strike a ball towards it.
Attacking and Defending	<ul style="list-style-type: none"> • To use skills when under pressure in personal best challenges. (e.g. Working against a time limit) • To understand how to be alert, prepared and ready to help and support a team. • To understand and follow the rules for different types of games.
Game Based Learning	<ul style="list-style-type: none"> • To watch a specific element of a performance and talk about what they have seen. • To link a balance with a travelling action. • To comment on an action, movement or shape that has been performed well. • To describe what they have seen (individual actions and shapes and sequences). • To know how to make a sequence easier. • To use comments from the teacher and other children to improve their own performance.
Creativity	<ul style="list-style-type: none"> • To describe the actions created and give simple reasons for why they were performed at different speeds • To describe some of the movements and dynamics used in another child's performance. • To describe how a dance makes them feel and identify what they like and dislike about a performance. • To improve the quality of their own actions and short phrases.
	<ul style="list-style-type: none"> • To identify where to run and decide when is the best time to move in chasing and avoiding games.

Year 2 Social and Emotional Skills				
	Games	Dance	Gymnastics	Athletics
	Learning from Others	Self-Reflection	Learning from Others	Self-Reflection
Social and Emotional	<ul style="list-style-type: none"> • To watch what others do and describe what they see. • To watch each other perform and identify what ideas and skills are being used. • To identify high quality skills in another child's performance and copy. 	<ul style="list-style-type: none"> • To identify the skills and ideas they perform well. • To identify the skills and ideas others perform well. 	<ul style="list-style-type: none"> • To watch a specific element of a performance and talk about what they have seen. • To comment on an action, movement or shape that has been performed well. • To describe what they have seen (individual actions and shapes and sequences). 	<ul style="list-style-type: none"> • To use comments from the teacher and other children to improve their own performance.
Year 3 Healthy Active Lifestyle Skills				
Body awareness	<ul style="list-style-type: none"> • To describe how their body feels after a running activity. • To talk about how being out of breath can affect their performance. • To describe how their body feels after a catching activity and compare it to a running activity. • To find their heartbeat and describe how it beats. • To explain why the heart beats faster as they move faster. • To describe what happens when their body temperature increases. • To use appropriate language to describe the changes to their bodies during exercise (heart rate, temperature increase/decrease). 			
Knowledge and Understanding	<ul style="list-style-type: none"> • To use apparatus safely, including the positioning of mats and benches. • To explain how to make an activity safe by introducing/changing equipment and/or the number of children. • To understand what a warm-up is and how it prepares them for the lesson. • To explain the benefits of a thorough warm up 			