

Milestones Document – Physical Education in Year 2

Intent	
<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	
Subject Content, Knowledge and Skills:	Progression outcomes
<p>Basic moves and gymnastics Master basic movements including:</p> <p>running jumping throwing catching</p> <p>developing balance, agility and co-ordination</p> <p>begin to apply these in a range of activities</p>	<p>General I can reflect on activities and make connections between a healthy active lifestyle I can recognise good quality in myself and others</p> <p>Athletics (not linked to PE hub) I can sprint up to 60m. I can run 100m. I can jump: side to side; both feet together; one foot to the other I can use over arm and underarm throws to throw items in a straight line. <u>Run, Jump, Throw Unit 1</u> I am developing power, agility, coordination and balance over a variety of activities I can throw and handle a variety of objects including quoits, beanbags, balls, hoops I can negotiate obstacles showing increased control of body and limbs <u>Run, Jump, Throw Unit 2</u> I can run for sustained periods of time. Experience and improve on jumping for distance and height</p> <p>Gymnastics (not linked to PE hub) I can perform simple rolls e.g. teddy-bear. I can copy stretching movements for different parts of the body. I can balance using my hands, feet or seat. I can create different shapes when balancing e.g. twisted and curled. I can copy short movements to combine simple balances. e.g. balance - travel - balance I can travel in different ways e.g. leaping, hopping etc. <u>Gymnastic unit 1</u> I can describe and explain how performers can transition and link gymnastic elements I can perform with control and consistency basic actions at different speeds and on different levels</p>

	<p>I am beginning to challenge myself to develop strength and flexibility <u>Gymnastic Unit 2</u> I am beginning to use core strength to link recognised gymnastics elements, e.g., back support and half twist I am attempting to use rhythm while performing a sequence</p>
<p>Attacking and defending Participate in team games, developing simple tactics for attacking and defending</p>	<p>Games (not linked to PE hub) I can throw a ball underarm, over arm and use a bounce pass. I can move into a given space to catch a ball. I can pass a ball to a partner using my hands and feet. I can stop a ball with my feet before passing it. I can move into a given space within a game. I am beginning to understand where to stand to make a game more difficult for an opponent. <u>Attack, Defend and Shoot Unit 1</u> I can refine ways to control my body and a range of equipment. I can recall and link combinations of skills, e.g. dribbling and passing. <u>Attack, Defend and Shoot Unit 2</u> I can work with others to build basic attacking play <u>Hit, Catch, Run Unit 1</u> I am developing hitting skills with a variety of bats I am beginning to feed/bowl a ball <u>Hit, Catch, Run Unit 2</u> I am beginning to work as part of a team to field I am beginning to play the role of wicketkeeper or backstop <u>Send and return Unit 2</u> I can use my skills to make it difficult for my opponent to score a point I am beginning to choose specific tactics appropriate to the situation e.g. move away from a defender into a space.</p>
<p>Dance Perform dances using simple movement patterns.</p>	<p>Dance (not linked to PE hub) I can perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape with control and consistency at different speeds and on different levels. I can copy short motifs (a short phrase, movement or gesture that is repeated.) I can link two or more actions together. <u>Dance Unit 1</u> I can describe and explain how performers can transition and link shapes and balances</p>

I am attempting to move imaginatively responding to music
I am beginning to work as part of a group to create and perform short movement sequences to music

Key Vocabulary and information:

Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, , turn, spin
Dance, twist, rhythm, step, beat, stretch, feet, curl, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping.
Hit, catch, runs, wicket, bats, bowl, feed, throw, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.
Front, back, court, send, serve, receive, feed, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate.
Run, hop, skip, forwards, backwards, sideways, throw, far, straight, furthest, distance, medium, skipping, power.
Lunges, repetition, accuracy, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.

Building on from...

Year 1 Milestones

Athletics

To begin to develop basic sprinting, running, throwing and jumping techniques.

Gymnastics

To copy short movements and stretches. To begin to balance and perform simple rolls and move in a variety of ways.

Games

To begin to throw a ball under and over arm. To begin to pass a ball to a partner and follow instruction to move into a given space within a game.

Dance

To perform some basic dance actions and begin to link two actions together.

What comes next...

Year 3 Milestones

Athletics

To develop sprinting and running techniques, to begin to use different jumps: one foot to the other and one foot to two feet, and to throw a javelin without a run up.

Games

To show control over a range of different throws and passes within a game and begin to find a space and catch a ball within a game. To hit a ball with a bat and a racquet.

Gymnastics

To accurately perform rolls and a number of limited shape balances.
To develop a stretching routine with support and develop balancing on both pads and points.

OAA

To follow a simple school map to navigate around a simple course designed by others and begin to identify basic symbols on an orienteering map. To use both verbal and non-verbal communication strategies to help solve problems, with support. To follow basic instructions of others when working within a team and evaluate own performance within a group.

Dance

To choreograph and perform motifs which include basic dance actions with support. To begin to perform simple given routines from memory, choreograph short routines in time with a given piece of music, with support and explore some styles of dance.

Swimming

	<p>To enter the water safely, using the steps, swim 10m unaided on front or back without stopping and then exit the water safely. To tread water for at least 1 minute, blow bubbles and submerge whole head. To begin to develop the correct arm and leg movements to swim breaststroke.</p>
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