

Wath CofE Primary PE Assessment

Year 2

Areas of Learning	Expected outcomes:	Pupil notes: W or G
Dance	<ul style="list-style-type: none"> • Respond to different types of stimuli (music, poems, story) • Copy and perform simple movements / rhythmic patterns. • Change and vary actions – show contrasts in shape, speed and size. • Work in pairs or small groups to create ideas for a dance. • Use a variety of basic dance actions (turning, jumping, travelling) gesture, shape and stillness. • Observe each other dancing and say what they like and what can be made better. 	
Gymnastics	<ul style="list-style-type: none"> • Parts High and Parts Low Travelling close to and far away from the ground. Travelling with different parts high. • Pathways – Straight, Zig-Zag and Curving Identification of different pathways (direction, size) with different movements. Partner work – “Follow my Leader” Turning-Spinning Twisting Turning jumps – quarter, half, three-quarters, full Spinning on different body parts. Twisting in air and on floor linking to sequence. • Linking Movements Together Continuity of movement Changes of speed and level Different parts of the body leading into the next movement. Making up short sequences. 	
Games	<p>Dribbling, Kicking and Hitting Dribble to develop control, change of speed and direction.</p> <ul style="list-style-type: none"> • Pass, receive and strike a ball in a variety of ways. • With partner, strike a ball along the floor and through the air using hands and a range of implements. • Develop simple tactics for attacking and defending. <p>Throwing and catching – Inventing Games Develop throwing and catching skills using a range of equipment (different sizes, shapes, weights etc)</p> <ul style="list-style-type: none"> • “Beat your own record” activities to put the skill under pressure and send and receive using different directions and levels. Throw, catch and bounce in different ways. 	

- Make up games using these skills – teach game to a partner and play co-operatively.
- Making Up a Game Aim at stationary or moving target with variety of equipment.
- Aim, using different types of sending with hands, feet and bat. Develop simple strategies and tactics.
- Track the path of a ball and intercept efficiently. Run after a moving ball, field it and return.
- Receive the ball on the move.
- Make up games with rules choosing appropriate equipment and add in challenge.
- Group Games and Inventing Rules Work co-operatively in small groups to play a range of games.
- Develop bouncing, kicking, throwing, catching and striking skills.
- Develop footwork and whole body coordination.
- Children invent scoring system and simple rules, Develop simple group tactics.

Net / Court / Wall Games Develop accurate “feeding” and throwing skills.

- Bat and ball activities and skills.
- Develop mobility and tactical awareness. Aiming into spaces to make it difficult for an opponent.
- High barrier and low level barrier to encourage high and low throwing / hitting.
- Games for throwing and striking ball with hands or apparatus. Encourage understanding of principles.
- Creative Games Making Children problem solve to improve given games. Children select, apply, reinforce and develop previously learned skills in group games. Children offered limited choice of equipment. Children ask questions in order to develop and improve the games.

Athletics	Develop techniques of:- <ul style="list-style-type: none"> • Technique in short distance running. • Paced running – even pacing between obstacles. • Underarm throwing (fling throw) for distance and accuracy. • Push-throw and push-bounce. • Throwing for distance. • Jumping with different take-offs and landings. • • Jumping for distance using different patterns and take-offs and landings. 	
Orienteering	<ul style="list-style-type: none"> • Orientating and “thumbing” the map. • Following a route while keeping the map set. • Know the symbols for Start and Finish. • Using the map to locate a control. • Planning a route from control to control. • Following a course accurately. • Have knowledge of map symbols and map colours. • Relate symbols to real life objects. 	
Overall pupil assessment		
Pupil working below age-related expectations		Pupils working above age-related expectations

