



Holmesdale

Yearly Knowledge and Skills Progression

Subject: P.E We follow the P.E Planning for Physical Education

Year group: Year 2

In Year 2 PE, pupils build upon the fundamental movement skills developed in Year 1, applying them with greater control, coordination, and confidence. Through dance and gymnastics, children begin to create and perform more complex sequences, using changes in direction, speed, and level to express ideas and tell a story through movement. In netball and handball, they further develop teamwork, communication, and tactical awareness, learning to move into space and make effective choices during simple games. Orienteering challenges pupils to apply their understanding of direction and problem-solving in new environments, while fitness and wellbeing sessions deepen their awareness of how exercise supports a healthy body and mind. In athletics and golf, children refine their running, jumping, and striking techniques, focusing on accuracy, control, and personal improvement. Across all activities, pupils demonstrate increasing independence, resilience, and enjoyment in physical activity, laying strong foundations for future sporting development.

P.E Planning Units Across the Year

Autumn Term 1	Autumn Term 2 Spring Term 1	Spring Term 2	Summer Term
Handball Golf	Gym Dance	Fitness Dodgeball	Athletics Orienteering Netball

Autumn Term 1

Key Knowledge gained in *handball*:

Declarative Knowledge – displaying factual knowledge:

- Choose and use simple tactics to suit different situations and apply these in small sided games.
- Begin to understand some rules of the game.
- Recognise what is successful and copy actions and ideas to improve your skills.
- Begin to understand the importance of preparing safely and carefully for exercise – warming up.

End points:

Handball:

I can move into space with a ball.
 I can bounce, roll, and carry a ball.
 I can throw and catch a ball with others.
 I can shoot accurately at a target.
 I can move towards a goal to defend it.
 I can compete against others trying to score.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

- Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low).
- Know and show how to defend between ball and target.
- Decide when and where to run, showing good awareness of others.

Key Knowledge gained in *golf*:

Declarative Knowledge – displaying factual knowledge::

- Describe basic skills needed for golf games.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

- Explore different ways of moving, changing speed and direction fluency.
- Explore different ways of moving a golf ball, and/other size ball.
- Push/roll and putt a ball towards a target with control
- Use skills learnt to participate and compete in rolling and putting games.
- Develop technique when using the golf putter, becoming increasingly accurate.

Golf:

I can move at different speeds.
I can push and roll a ball.
I can participate in rolling games.
I can use a putter to push a ball.
I can begin to show the correct putting technique.
I can accurately send a ball.

Key vocabulary to be grasped:

Handball:

Aim • Goals • Ball Control • Technique • Underarm • Catch • Movement • Passing • Position • Receive • Accuracy • Attack/Defend • Skill • Awareness • Gather

Golf:

Closer • Pace • Successfully • Putt • Forfeit • Head up • Movement • Experiment • Chip • Control • Tick Tock • Improve • Technique

Autumn Term 2
Spring Term 1

*Key Knowledge gained in **gymnastics unit 1**:*

Declarative Knowledge – displaying factual knowledge:

Give positive feedback to peers about a performance.

Identify areas of my own performance that I need to improve.

Develop knowledge of Key Shapes.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

Demonstrate quality of movement when standing and stepping.

Explore small point balances.

Develop balance and coordination.

Learn and develop the quality of the cat, split and stag leap.

Work with others to further develop the quality of rolling and learn a Teddy Bear Roll.

Remember and repeat a range of gymnastics actions with control and precision.

Land safely and with control when creating shape jumps off the floor and apparatus.

Experiment with different pieces of hand apparatus and link with gymnastics travelling.

End points:

Gymnastics:

I can remember and perform 5 key shapes.

I can move smoothly with control.

I can perform basic gymnastic actions such as balancing and jumping.

I can link movements and shapes.

I can use different pieces of equipment and apparatus.

I can form simple sequences.

I can move smoothly with control

I can link stepping with other elements.

I can jump with control.

I can balance on large and small body parts.

I can roll with others.

I can create sequences with a partner.

Dance:

I can move in different ways

Key Knowledge gained in *Gymnastics unit 2*:

Declarative Knowledge – displaying factual knowledge:

Understand the importance of travelling and transitioning with quality and purpose.

Understand and describe changes in heart rate when active.

Demonstrate flowing movement, changing the dynamics of movement through different levels and directions.

Combine different ways of travelling with control.

Develop flexibility, strength and coordination.

Continue to develop a range of gymnastic elements, including small and large point balances and rolls.

Land safely and with control when performing jumps off the floor and apparatus.

Create floor and apparatus sequences on your own and with a partner showing quality of movements.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

Key Knowledge gained in *dance*:

Declarative Knowledge – displaying factual knowledge:

Describe phrases and expressive qualities.

Begin to understand the importance of warming up.

Watch and describe a performance accurately and recognise what is successful.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

Perform a range of actions and simple movement patterns with control and coordination.

Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.

I can move to music showing expressive qualities of dance

I can repeat short dance phrases with greater control

I can be creative and compose short dances

I can describe a performance accurately

I can perform with control and coordination

<p>Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.</p> <p>Work individually and with others.</p>	
<p>Key vocabulary to be grasped:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • Stepping • Speed • Travelling • Levels • Performance • Quality • Leap • Direction • Dish/Arch • Stance • Smart • Sideways • Stretching • Feedback • Body shape • Coordination • Apparatus • Point Balance • Body Control • Reflection • Individual • Unison/Canon • Technique • Mirroring • Explore • Routine • Sissonne • Arabesque • Tension <p>Dance:</p> <p>Actions • Beat • Smart • Character • Levels • Performance • Movement • Neat • Count • Practise • Expression • Improve • Create • Imagination • Unison</p>	

<p>Spring Term 2</p>	
<p>Key Knowledge gained in <i>fitness</i>:</p> <p>Declarative Knowledge – displaying factual knowledge:</p> <p>Discuss healthy & unhealthy foods, and why eating well is good for you.</p> <p>Procedural Knowledge – can practically demonstrate how to apply their knowledge:</p> <p>Improve speed, agility and stamina.</p>	<p>End points:</p> <p>Fitness:</p> <ul style="list-style-type: none"> I can move and weave with coordination I can move for periods of time without tiring I can move on and across apparatus with control I can move at speed with control I can perform star jumps and high knees with control I can compete against others <p>Dodgeball:</p>

Develop the safe jumping technique to gain height and distance.

Develop control, balance and coordination when completing a variety of tasks.

Work well as a team.

Explore and practice a variety of movements and fitness techniques.

Complete exercise with good technique and focus, and with good energy.

I can move in different ways, changing speed and direction.

I can increase accuracy when throwing using overarm and underarm technique. I can move quickly.

I can send a ball at different speeds.

I can catch a ball.

I can compete in games.

Key Knowledge gained in *dodgeball*:

Declarative Knowledge – displaying factual knowledge:

Begin to understand the importance of preparing safely for exercise – warming up.

Describe what you have done, or seen others doing.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

Develop movement skills relevant to games i.e. dodging.

Develop catching and striking skills.

Pass/Send a ball, with increasing control, at different speeds – fast/slow.

Engage in competitive physical games, employing simple tactics.

Develop problem solving and decision-making strategies.

Key vocabulary to be grasped:

Fitness:

• **Agility** • **Technique** • **Posture** • **Coordination** • **Height** • **Distance** • **Control** • **Relay** • **Fitness** • **Stamina**

• Energy

Dodgeball:

- Dodge • Throw • Catch • Bounce • Speed • Teamwork • React • Pass • Hands Ready • Roll • Reaction time • Control • Aiming • Target • Underarm

Summer Term

Key Knowledge gained in *athletics*:

Declarative Knowledge – displaying factual knowledge:

Understand the variety of correct running techniques.

Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.

Begin to evaluate and improve own performance.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities.

Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.

Begin to show control, coordination, and consistency when running at speed.

End points:

Athletics:

- I can run with control
- I can control your body and equipment when throwing
- I can run with the correct arm technique
- I can run and jump on the balls of your feet
- I can show a correct pull throw technique
- I can compete against yourself

Orienteering:

- I can move in different ways.
- I can work well with others and independently.
- I can use a simple map.
- I can understand competition.
- I can solve problems on your own and with others.

Netball:

- I can copy actions and ideas.
- I can control a ball whilst moving.

Develop a range of jumping techniques.

Develop the underarm and pull throw technique.

Key Knowledge gained in *orienteering*:

Declarative Knowledge – displaying factual knowledge:

Begin to problem solve with others.

Understand what a compass is used for and be able to use the direction points.

Has knowledge of safety rules and procedures for taking part in orienteering events.

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

Introduction to map reading. Be able to use some basic features on a map to select and plan a route.

Work well in big groups, sharing, taking turns, and cooperating with others.

Begin to understand the competitive side of orienteering and take part in a picture orienteering event.

Meets challenges effectively working as part of a team.

Key Knowledge gained in *netball*:

Declarative Knowledge – displaying factual knowledge:

Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.

Copy actions and ideas and use the information to improve their skills.

I can throw and catch a ball with control.
I can throw a ball at different speeds.
I can play in games against others.
I can try find ways to win games

Procedural Knowledge – can practically demonstrate how to apply their knowledge:

Throw and catch the ball with control, and throw the ball in different ways e.g. fast, slow, high, low.

Perform a range of actions with the ball keeping it under control.

React to situations to make it difficult for opponents – using simple tactics.

Show good awareness of others when playing games.

Key vocabulary to be grasped:

Athletics:

• Challenge • Running • Landing • Aim • Coordination • Movement • Balance • Teamwork • Relay • Improve • Target • Speed

Orienteering:

Teamwork • Together • Compass • Map • Route • Directions • Safety • Orienteering • Problem solving • Challenge

Netball:

Ball Control • Watch • Balance • Throw • Catch • Aim • Accuracy • Explore • Pass • Roll • Team • Ready • Teamwork • Get in line • Space • Score

End of KS1 expectations

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

Diversity and Cultural Capital

Our Year 2 PE curriculum provides rich opportunities for pupils to develop cultural capital and experience diversity through a broad range of physical disciplines. Children explore movement, teamwork, and expression through dance, gymnastics, games, athletics, and outdoor activities, helping them understand how physical activity is used and valued across different cultures and communities. Activities such as dance and performance encourage pupils to appreciate different expressive styles, while team sports promote cooperation, respect, and inclusion. Our orienteering and wellbeing units deepen pupils' understanding of the wider world, emotional diversity, and the importance of positive physical and mental health. Together, these experiences support pupils to become confident, empathetic, and active members of a diverse community.

Barriers & Scaffolds

Possible barriers:

- Some children may have lower gross-motor control, balance, or coordination.
- Some pupils may experience worry, frustration, or fear of trying unfamiliar movements such as rolls, jumps, or performing.
- Low confidence in teamwork or performing in front of others.
- Difficulty managing emotions when losing games or making mistakes.
- Children may struggle with instructions that include directional language (e.g., “change level”, “move to the space”, “north/east” in orienteering).
- EAL learners may misunderstand game rules or safety instructions.
- Limited awareness of space – bumping into others, not stopping quickly.
- Safety challenges when using apparatus or equipment (balls, clubs, mats).
- Visual, hearing, or physical impairments affecting movement or safety.
- Sensory sensitivities (noise, touch, busy settings).

Possible scaffolds:

- Differentiated equipment (larger balls, lighter balls, foam balls, spots instead of lines).
- Visual models of movements before children try them.
- Extra attempts or shorter distances (e.g., shorter run, closer target).
- ‘Challenge levels’ so children can choose an appropriate version of the activity.

- Positive praise focusing on effort rather than achievement (“I love how you kept trying!”).
- Roles within teams that suit different confidence levels (e.g., time-keeper, equipment helper).
- Wellbeing strategies already in the curriculum (deep breathing, calm-down spots).
- Paired or small-group work before whole-class performances.
- Model how to handle mistakes or losses.
- Visual aids: picture cards for emotions, arrows for directions, photos of shapes or rolls.
- Demonstrate physically before asking children to copy.
- Consistent sentence starters (e.g., “I felt ___”, “I can move by ___”).
- Key vocabulary on display or lanyards.
- Children to repeat instructions back in their own words.
- Visual markers and boundaries (cones, lines, zones).
- Practise ‘freeze’ and ‘stop’ signals regularly.
- Walk through safety routines step-by-step before starting (especially for golf and gymnastics).
- Adapted equipment (larger targets, tactile markers).
- Quiet zones or reduced-stimulus spaces where needed.
- Alternative movements that meet the same learning objective.
- Pre-teach skills to SEND pupils before the main lesson.
- Peer buddies or adult support to model movements.