

## PE Key Performance Indicators (KPI): : Year 2

	Developing skills	Making & applying	Physical & mental	Evaluate & improve
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Make short dance phrases that express moods and feelings</li> <li>• Repeat a short dance phrase, improving control</li> <li>• Perform short dance phrases using rhythm and movement</li> <li>• Use music to guide dance phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about different stimuli for the start of dance phrases</li> <li>• Explore actions in response to a stimuli</li> <li>• Explore ideas, moods and feelings by improvising and experimenting with movement</li> </ul>	<ul style="list-style-type: none"> <li>• Know how their bodies feel after dance activities</li> <li>• Know that they need to warm up and cool down for dance</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they like and dislike, giving reasons</li> <li>• Show an understanding of mood and describe how dance makes them feel</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Perform a range of actions with control and coordination</li> <li>• Repeat sequences of gymnastic actions</li> <li>• Move smoothly from a position of stillness to a travelling movement</li> <li>• Move smoothly from a position of stillness to another</li> </ul>	<ul style="list-style-type: none"> <li>• Create, repeat and perform a short sequence</li> <li>• Include apparatus or a partner</li> <li>• Vary sequence using floor, mats and apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how they and their bodies feel after gymnastics</li> <li>• Recognise and avoid risks when handling and placing apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their own or their partners sequence accurately</li> <li>• Choose one aspect of their performance to improve and say how to improve it</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• Perform a range of throwing, rolling, striking, kicking and gathering skills</li> <li>• Show good awareness of others in running, catching and avoiding games</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use tactics to suit different situations</li> <li>• React to situations in a way that helps partner and makes it difficult for opponents</li> <li>• Know how to score and keep the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and describe changes in their heart rate</li> <li>• Begin to anticipate what they will feel like after playing games</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances accurately</li> <li>• Recognise what is successful</li> <li>• Copy actions and ideas and use to improve own performance</li> </ul>

### Main progression points:

- Create short phrases/sequences (3/4 movements)
- Explore ideas, moods and feelings through movements
- Create & perform short sequence (3/4 movements)
- Include apparatus or a partner
- Range of throwing, rolling, striking, kicking and gathering skills - accurate in aim and connection
- Know how to score and keep rules of game

