



Mill Hill Community Primary School  
PE Key Skills

PE

**National Curriculum**

KS1

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.

KS2

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

**PE Key Skill**

Aspect	Y1	Y2	Y3	Y4	Y5	Y6
Team games	1.1 Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.	2.1 Pass a ball, bean bag or tag in a team games, working collaborate.	3.1 Create their own games, adapting rules and display knowledge of warm up and cool down.	4.1 Follow rules to play more challenging team games, such as rounders, hockey, non-stop cricket and team-tag.	5.1 Explain, evaluate and develop ideas and plans for games that include a scoring system.	6.1 Use and adapt tactics, choosing the most effective on for different situations.
Sending and striking	1.2 Pat, throw, kick, stop and sometimes catch a ball.	2.2 Stop or catch a projectile, such as a bean bag or ball, and	3.2 Keep control of ball-based equipment (e.g. hockey stick)	4.2 Throw, catch, strike and field a ball with control and accuracy.	5.2 Use different techniques and skills to pass, dribble, travel	6.2 Select and perform combinations of sending and striking skills with confidence,



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Strategy	1.3 Accurately shadow a partner's movements.	hit with a bat or racket.  2.3 Use a range of simple tactics to aid attacking/defending.	working effectively as part of a team.  3.3 Choose tactics/a suitable strategy to cause problems for the opposition.	4.3 Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	and shoot in ball games.  5.3 Mark an opposing player or players, preventing them from gaining possession.	accuracy and consistency.  6.3 Apply tactical knowledge effectively in attacking and defending situations.
Dance	1.4 Create simple movement patterns, showing awareness of rhythm.	2.4 Perform movements to express ideas, emotions or feelings and repeat dance phrases.	3.4 Compare, develop and adapt movements and motifs to create movement patterns.	4.4 Improvise and move with precision, control and fluency in response to a range of stimuli.	5.4 Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.	6.4 Move in time to music, creating movements that express the meaning and mood of the piece.
Athletics	1.5 Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.	2.5 Run a short distance with coOrdination and speed. Throw a projectile overarm. Jump from one foot. Landing on the opposite or both feet.	3.5 Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.	4.5 Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	5.5 Explain how power and stamina is developed and how this improves performance.	6.5 Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
Gymnastics	1.6 Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words	2.6 Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.	3.6 Vary height and speed in a sequence of gymnastic movements.	4.6 Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.	5.6 Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good	6.6 Combine and perform gymnastic actions, using the whole body, adapting to a routine so that they fit into a sequence.



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Outdoor / adventurous	(e.g. roll, travel, balance).  1.7 Follow a simple route around the school grounds or a given outdoor space.	2.7 Move over, under and through spaces and obstacles outdoor.	3.7 Work, effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.	4.7 Respond positively to increased challenges and other team members, showing ability to listen to feedback.	stability and core strength.  5.7 Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.	6.7 Lead groups in problem solving, analysing their own effectiveness as a team leader.
Performance	1.8 Perform simple movement or dance work, sometimes with a partner. Identify a simple goal in PE.	2.8 Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feeling. Identify a simple goal in PE and talk about how, they could achieve it.	3.8 Create/perform a sequence of movements, showing good balance/body tone. Recognise their strengths in PE, identifying areas for improvement.	4.8 Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performance.	5.8 Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones.	6.8 Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best.
Swimming	1.9 Swim/move short distances using a buoyancy aid, becoming more confident in the water.	2.9 Swim between 10 and 20 metres unaided, using a basic stroke and becoming confident to travel underwater.	3.9 Move in and around water confidently and competently, exploring ways of swimming above and below the water.	4.9 Swim between 25 and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques.	5.9 Swim between 50 and 100 meters, using three strokes, sustaining swimming over an extended time. Show a problem-solving approach to survival.	6.9 Swim over 100metres, using three strokes, at a sustainable pace, being able to perform a wide range of survival techniques.



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