



Mill Hill Community Primary School
PE Key Skills and Knowledge

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 Knowledge

	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • Make body curled, tense, stretched and relaxed • Control body when travelling and balancing • Copy sequences and repeat them 	<ul style="list-style-type: none"> • Plan and perform a sequence of movements • Improve a sequence based on feedback • Think of more than one way to create a sequence 	<ul style="list-style-type: none"> • Run at fast, medium and slow speed; changing speed and direction • Take part in a relay, remembering 	<ul style="list-style-type: none"> • Sprint over a short distance and show stamina when running over a long distance • Jump in different ways • Throw in different ways and hit a 	<ul style="list-style-type: none"> • Show control when taking off and landing • Throw with increasing accuracy • Combine running and jumping 	<ul style="list-style-type: none"> • Demonstrate stamina and increase strength • Agree and explain rules to others • Work as a team and communicate a plan



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	<ul style="list-style-type: none"> • Roll, curl, travel and balance in different ways • Throw underarm • Throw and kick in different ways • Perform own dance moves • Copy or make up a short dance • Move safely in a space 	<p>which follows some 'rules'</p> <ul style="list-style-type: none"> • Use hitting, kicking and / or rolling in a game • Decide the best space to be in during a game • Use a tactic in a game • Follow rules • Change rhythm, speed, level and direction in a dance • Make a sequence by linking sections together • Use dance to show a mood or feeling 	<p>when to run and what to do</p> <ul style="list-style-type: none"> • Be aware of space and use it to support team-mates and to cause problems for the opposition • Know and to use rules fairly • Adapt sequences to suit different types of apparatus and criteria • Explain how strength and suppleness affect performance • Improvise freely and translate ideas from a stimulus into movement • Share and create phrases with a partner and a small group • Remember and repeat dances perform phrases • Follow a map in a familiar context 	<p>target, when needed</p> <ul style="list-style-type: none"> • Throw and catch accurately with one hand • Hit a ball accurately with control • Vary tactics and adapt skills depending on what is happening in a game • Move in a controlled way • Include change of speed and direction in a sequence • Work with a partner to create, repeat and improve a sequence with at least 3 phrases • Take the lead when working with a partner or group • Use dance to communicate an idea 	<ul style="list-style-type: none"> • Gain possession by working in a team and pass in different ways • Choose a specific tactic for defending and attacking • Use a number of techniques to pass, dribble and shoot • Create complex extended sequences • Combine action, balance and shape • Perform consistently to different audiences • Compose own dances in a creative way • Perform dances to an accompaniment • Dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> • Lead others in a game situation when the need arises • Combine own work with that of others • Create sequences to specific timings • Develop sequences in a specific style • Choose own music and style • Plan a route and a series of clues for someone else • Plan with others, taking account of safety and danger • Know which sports they are good at and find out how to improve further
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			<ul style="list-style-type: none"> • Use clues to follow a route • Follow a route safely • Compare and contrast gymnastic sequences • Recognise own improvement in ball games 	<ul style="list-style-type: none"> • Follow a map in a (more demanding) familiar context • Follow a route within a time limit • Provide support and advice to others in gymnastics and dance • Be prepared to listen to the ideas of others 	<ul style="list-style-type: none"> • Follow a map into an unknown location • Use clues and a compass to navigate a route • Change route to overcome a problem • Use new information to change a route • Pick up something a partner does well and also on something that can be improved • Know why own performance was better or not as good as their last 	
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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.



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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 hit with a bat or racket.	3.2 Keep control of ball-based equipment (e.g. hockey stick) working effectively as part of a team.	4.2 Throw, catch, strike and field a ball with control and accuracy.	5.2 Use different techniques and skills to pass, dribble, travel and shoot in ball games.	6.2 Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.
Strategy	1.3 Accurately shadow a partner's movements.	2.3 Use a range of simple tactics to aid attacking/defending.	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.	5.3 Mark an opposing player or players, preventing them from gaining possession.	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.



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Gymnastics	1.6 Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel, balance).	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 stability and core strength.	6.6 Combine and perform gymnastic actions, using the whole body, adapting to a routine so that they fit into a sequence.
Outdoor / adventurous	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.	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.



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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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