

## Key Skills in Physical Education

This document is designed to be used as a guide to the progression of skills in PE in line with the National Curriculum guidance for the UK. The colour coding of key skills links to the AfPE holistic skill development for Effective delivery of the National Curriculum Expectations. We hope to ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation, using the concept of Head (thinking) Hands (doing) and Heart (behavioural change). The overview is a list of suggested activities which may feature in the long term curriculum planning for that year group.

|        | Thinking (HEAD)                   |                   |                        | Physically Doing (HANDS) |                    | Feeling (HEART)  |                |
|--------|-----------------------------------|-------------------|------------------------|--------------------------|--------------------|------------------|----------------|
| Stages | <b>Evaluating &amp; Improving</b> | <b>Leadership</b> | <b>Decision Making</b> | <b>Fitness</b>           | <b>Performance</b> | <b>Fair Play</b> | <b>Mindset</b> |
| 1      | Describe                          | Assist            | React                  | Effort                   | Control            | Respect          | Engaged        |
| 2      | Compare                           | Manage            | Respond                | Energy                   | Precision          | Teamwork         | Determined     |
| 3      | Analyse                           | Organise          | Influence              | Commitment               | Fluency            | Sporting         | Persistent     |
| 4      | Evaluate                          | Lead              | Command                | Intensity                | Creativity         | Etiquette        | Resilient      |

| Year Group | Key Skills  | Overview  | National Curriculum Link  |
|------------|---|---|---|
| 1          | <ul style="list-style-type: none"> <li>• Manage space safely showing good awareness of each other.</li> <li>• Perform basic gymnastics actions including travelling, rolling, jumping, climbing and balancing.</li> <li>• Copy and explore basic body actions and movement patterns.</li> <li>• Show some control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</li> <li>• Describe own and others performance</li> <li>• React to a range of stimuli</li> <li>• Sustain effort throughout lesson</li> <li>• Respectful of each other and equipment</li> <li>• Engaged and on task throughout lessons</li> </ul>   | <ul style="list-style-type: none"> <li>• Gymnastics floor</li> <li>• Gymnastics apparatus</li> <li>• Dance</li> <li>• Mini Games</li> </ul>   | <ul style="list-style-type: none"> <li>• 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</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul> |
| 2          | <ul style="list-style-type: none"> <li>• Devise and repeat and perform short sequences in which there is a clear beginning, middle and end.</li> <li>• Explore ideas moves and feelings by improvising and experimenting with actions in response to stimuli.</li> <li>• Show a good awareness of others in running, chasing and avoiding games.</li> <li>• Know how to score and keep to rules of simple games.</li> <li>• Sustain energy levels</li> <li>• Compare performances</li> </ul>  | <ul style="list-style-type: none"> <li>• Gymnastics floor</li> <li>• Gymnastics apparatus</li> <li>• Dance</li> <li>• Games</li> <li>• Mini Games</li> </ul>  | <ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns.</li> </ul>  |
| 3          | <ul style="list-style-type: none"> <li>• Show control, accuracy and fluency of movement when performing actions on their own and with a partner on both floor and apparatus.</li> <li>• Perform short dances whilst working with a partner or small group, incorporating different qualities and dynamics into their movements.</li> <li>• Pass receive and dribble the ball keeping control of possession.</li> <li>• Strike a ball with intent and throw it more accurately when bowling or fielding.</li> <li>• Are familiar with and use set rules and play fairly within these.</li> <li>• Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination.</li> <li>• Throw a range of implements into a target.</li> </ul> | <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Throw and Catch Games</li> <li>• Dance</li> <li>• Indoor Multi Skills</li> <li>• Tri-Golf</li> <li>• Cricket</li> <li>• Athletics</li> <li>• Rounders</li> </ul> | <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• OAA Understand the purpose of the activity and plan actions to solve the problems they are set.</li> <li>• Compare performances</li> <li>• Assist in leading small groups in activities</li> <li>• Respond to a range stimuli</li> <li>• Sustain energy levels</li> <li>• Be determined to improve performance</li> </ul>   |   | <p>and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>   |
| 4 | <ul style="list-style-type: none"> <li>• Combine travelling, rolling, jumping and balancing actions and maintain the quality of performance when performing at the same time as a partner on both floor and apparatus.</li> <li>• Use different compositional ideas such as unison, canon (same action performed one after each other), opposition when creating longer, more complex dance phrases.</li> <li>• Continue to pass receive and dribble the ball keeping control of possession with greater accuracy.</li> <li>• Choose and use batting and throwing skills to make the game hard for their opponents.</li> <li>• Work well as a team to make it hard for the batter beginning to think about tactics to work as a team.</li> <li>• Swimming – see standards.</li> <li>• Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination.</li> <li>• Recognise that there are different styles of running, jumping and throwing and select the best for a particular challenge.</li> <li>• Throw a range of implements into a target.</li> <li>• Work with determination and sustain effort and energy levels</li> <li>• Describe and evaluate the effectiveness and quality of performance</li> <li>• Recognise aspects of performance that require improving</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Swimming</li> <li>• Dance</li> <li>• Cricket</li> <li>• Athletics</li> <li>• Tennis</li> </ul>   | <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> |
| 5 | <ul style="list-style-type: none"> <li>• Repeat accurately longer sequences with more complex actions, with an emphasis on quality of movement.</li> <li>• Adapt sequences to include apparatus, partner or small group work.</li> <li>• Perform specific skills and movement patterns for different dance styles.</li> <li>• Respond consistently in the games they play, selecting and applying skills which meet the needs of the situation.</li> </ul>   | <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Netball</li> <li>• Tag Rugby</li> <li>• Dance</li> <li>• Hockey</li> <li>• Basketball</li> </ul> |  |

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|   | <ul style="list-style-type: none"> <li>• Use a variety of tactics to keep the ball e.g. changing speed and direction.</li> <li>• Develop methods of defending their goal for example marking the opposition and positional awareness.</li> <li>• Sustain their pace over longer distances, throwing and jumping with greater control and accuracy.</li> <li>• Be able to perform basic relay changeovers</li> <li>• Devise and carry out small group warm ups.</li> <li>• Judge the strengths and weaknesses of performance and be able to make changes that improve their team and or individual performance</li> <li>• Work persistently to achieve desired outcomes</li> <li>• Understand</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics</li> <li>• Tennis</li> </ul>  |  |
| 6 | <ul style="list-style-type: none"> <li>• Increase complexity of sequences by varying directions, levels and pathways.</li> <li>• Perform fluently with control when working individually, with a partner or a small group.</li> <li>• Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.</li> <li>• Begin to choose and use different formations to suit the needs of a game.</li> <li>• Plan to outwit the opposition individually, as a pair or as a team when batting, bowling or fielding.</li> <li>• Hit the ball with purpose, varying the speed, height and direction in order to outwit their opponent.</li> <li>• Sustain their pace over longer distances, throwing and jumping with greater control and accuracy.</li> <li>• Use physical and teamwork skills well in a variety of different challenges.</li> <li>• Use a variety of maps and plans accurately recognising symbols and features.</li> <li>• Take the lead when devising and delivering group warm ups and skill development drills</li> <li>• Watch own and others performances and suggest improvements for specific purposes.</li> </ul> | <ul style="list-style-type: none"> <li>• Netball</li> <li>• Gymnastics</li> <li>• Football</li> <li>• Benchball</li> <li>• Tag Rugby</li> <li>• Cricket</li> <li>• Athletics</li> <li>• Rounders</li> <li>• Tennis</li> </ul> |  |