

## High Ash C of E - PE milestones

- 2 lessons of curriculum PE every week = 78 lessons approx.
- Extra-curricular PE includes: clubs (before/after-school & lunchtime), intra-school sports, inter-school sports



## National curriculum objectives

Key stage 1	Key stage 2
<p>Pupils should be taught to:</p> <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> <li>• perform dances using simple movement patterns</li> </ul>	<p>Pupils should be taught to:</p> <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], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <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 - <b>completed during Year 6 residential</b></li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

## Milestones for the different sporting areas

Sporting area	By the end of Year 2	By the end of Year 4	By the end of Year 6
Games (Invasion, net/wall, striking & fielding)	<ul style="list-style-type: none"> <li>• To throw, roll and catch different sized balls.</li> <li>• To hit a ball using equipment.</li> <li>• To kick a ball.</li> <li>• To follow basic rules for a game.</li> <li>• To begin to think about tactics for a game.</li> <li>• To begin to attack and defend.</li> <li>• To begin to lead others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To throw and catch a ball with control and accuracy.</li> <li>• To strike and field a ball with control.</li> <li>• To keep possession of a ball individually.</li> <li>• To begin to keep possession as a team e.g. by passing.</li> <li>• To follow rules in a game and play fairly.</li> <li>• To choose some appropriate tactics.</li> <li>• To attack and defend.</li> <li>• To compete in a game.</li> <li>• To lead others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To use forehand and backhand when playing racket games and know how to start games e.g. serving.</li> <li>• To strike a moving ball with accuracy.</li> <li>• To work as a team to field successfully.</li> <li>• To use a variety of techniques to pass.</li> <li>• To gain possession fairly e.g. by tackling / intercepting.</li> <li>• To choose the most appropriate tactics in a game.</li> <li>• To attack and defend successfully.</li> <li>• To follow rules and uphold the spirit of fair play in all games.</li> </ul>

			<ul style="list-style-type: none"> <li>• To lead others.</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• To begin to safely use equipment.</li> <li>• To balance on different parts of the body.</li> <li>• To show contrasts such as small/tall, straight/curvy and wide/narrow.</li> <li>• To explore different ways of travelling e.g. hopping, jumping, spinning</li> <li>• To explore different types of rolls.</li> <li>• To jump in a variety of ways and land safely.</li> <li>• To link two or more actions to make a simple sequence.</li> <li>• To move with some control and awareness of space.</li> </ul>	<ul style="list-style-type: none"> <li>• To safely use equipment to aid balances and shapes.</li> <li>• To hold an individual controlled balance for at least three seconds.</li> <li>• To hold simple pushing (counter balance) and pulling (counter tension) balances for at least three seconds.</li> <li>• To improve strength and flexibility by practising stretches and shapes.</li> <li>• To explore travelling at different speeds and levels.</li> <li>• To travel using a variety of different rolls including forwards and backwards.</li> <li>• To plan, perform and repeat sequences.</li> <li>• To perform sequences in pairs that include different ways of travelling, balances, and changes in direction, speed and level.</li> </ul>	<ul style="list-style-type: none"> <li>• To safely use equipment to aid more complex balances and shapes.</li> <li>• To hold more complex pushing (counter balance) and pulling (counter tension) balances for at least three seconds.</li> <li>• To be able to lead warm-ups that improve strength and flexibility by practising stretches and shapes.</li> <li>• To perform sequences in pairs or small groups that include more advanced ways of travelling, balances, and changes in direction, speed and level.</li> <li>• To compare performances with previous ones and show improvement.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• To move the body to convey a simple mood, feeling or idea.</li> <li>• To repeat shapes and simple movements.</li> <li>• To link movements.</li> <li>• To remember a sequence of at least three dance movements.</li> <li>• To follow a simple rhythm.</li> <li>• To begin to perform dance actions with control and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>• To dance in role with emotion.</li> <li>• To demonstrate clear and fluent movements.</li> <li>• To refine movements into sequences.</li> <li>• To dance to a variety of rhythms.</li> <li>• To experiment with new ideas and adapt movements.</li> <li>• To plan, perform and repeat sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• To compose and perform a creative and imaginative dance sequence.</li> <li>• To perform expressively and hold a precise and strong body posture.</li> <li>• To express an idea in original and imaginative ways.</li> <li>• To plan to perform with high energy, slow grace or other themes and maintain this pace throughout.</li> </ul>
Athletics (Multi-skills for KS1)	<ul style="list-style-type: none"> <li>• To balance an object whilst moving.</li> <li>• To skip with and without a rope.</li> <li>• To run to a target.</li> <li>• To begin to run over longer distances.</li> <li>• To throw overarm and underarm.</li> <li>• To jump forward from standing.</li> </ul>	<ul style="list-style-type: none"> <li>• To sprint over different distances.</li> <li>• To run over a longer distance, conserving energy.</li> <li>• To demonstrate a range of throwing techniques.</li> <li>• To throw with accuracy and with distance to hit a target.</li> <li>• To jump in a number of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• To select the best pace for running.</li> <li>• To accurately throw over greater distances.</li> <li>• To combine running with jumping or throwing successfully e.g. hurdles / javelin</li> <li>• To take off and land a jump with control.</li> <li>• To compete effectively in team events</li> </ul>

		<ul style="list-style-type: none"> <li>To compete in team events e.g. relay</li> </ul>	e.g. relay
Outdoor & Adventurous activities (OAA)			<ul style="list-style-type: none"> <li>To use a map with keys and diagrams.</li> <li>To work as a team.</li> <li>To follow instructions and clues.</li> <li>To solve problems.</li> <li>To work and behave safely.</li> </ul>
Swimming		<ul style="list-style-type: none"> <li>To use a chosen stroke to swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations.</li> </ul>	