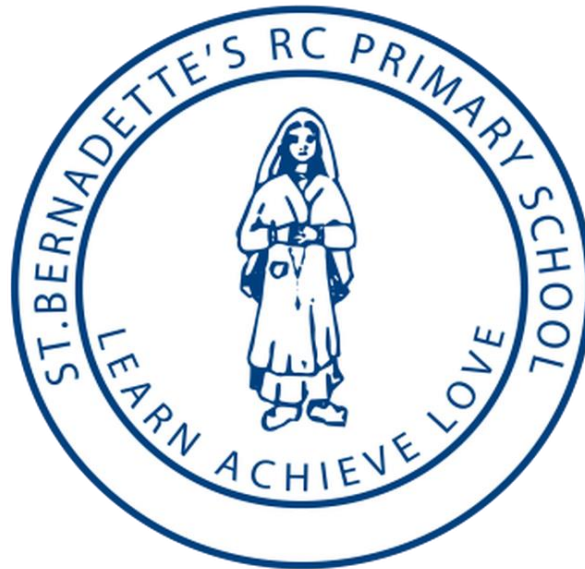


ST BERNADETTE'S RC PRIMARY SCHOOL



PE MILESTONES



PE MILESTONES

PE – Progression in Skills								
	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental movement	<ul style="list-style-type: none"> Pupils are confident to try new challenges. Pupils can negotiate space safely with consideration for myself and others. Pupils can follow instructions involving several ideas or actions. Pupils can play co-operatively, take turns and encourage others. Pupils can play games honestly with consideration of the rules. Pupils can use movement skills with developing balance and co-ordination when playing games. 		<ul style="list-style-type: none"> Begin to provide feedback using key words. Begin to turn and jump in an individual skipping rope Pupils can describe how their body feels during exercise. Show balance when changing direction. Show hopping, skipping and jumping movements with some balance and control. Work co-operatively with a partner and a small group. Show balance and co-ordination when running at different speeds. 		<ul style="list-style-type: none"> Change direction quickly under pressure. Pupils can explain what happens when they exercise. Pupils can identify when they were successful and what they need to do to improve. Link hopping and jumping actions with other fundamental skills. Can work with others to complete skipping challenges. Demonstrate good balance and control when performing other fundamental skills. Understand and demonstrate how and when to speed up and slow down when running. 		<ul style="list-style-type: none"> Pupils can compete within the rules showing fair play and honesty. Help others to improve their technique using key teaching points. Identify their own and others' strengths and areas for development and can suggest ways to improve. Perform jumps for distance using good technique. Select and apply the best pace for a running event. Show accuracy and good technique when throwing for distance. Understand that there are different areas of fitness and how this helps them in different activities. Use different strategies to persevere to achieve their personal best. 	
Gymnastics	<ul style="list-style-type: none"> Pupils are confident to try new challenges. Pupils can combine movements, selecting 		<ul style="list-style-type: none"> Begin to provide feedback using key words. Pupils are proud and confident to perform in front of others. 		<ul style="list-style-type: none"> Explain what happens to their bodies when they exercise and how this 		<ul style="list-style-type: none"> Combine and perform gymnastics actions, shapes and balances with control and fluency. 	

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	<p>actions in response to the task and apparatus</p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus. • Negotiate space safely with consideration for themselves and others. • Pupils can follow instructions involving several ideas or actions. • Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • Work co-operatively with others and take turns. 	<ul style="list-style-type: none"> • Perform basic gymnastics actions with some control and balance. • Plan and repeat simple sequences of actions. • Pupils can use directions and levels to make their work look interesting. • Pupils can use shapes when performing other skills. • Pupils can work safely with others and apparatus. 	<p>helps to make them healthy.</p> <ul style="list-style-type: none"> • Identify some muscle groups used in gymnastic activities. • Plan and perform sequences with a partner that include a change of level and shape. • Provide feedback using appropriate language relating to the lesson. • Safely perform balances individually and with a partner. • Watch, describe and suggest possible improvements to others' performances and their own. • Understand how body tension can improve the control and quality of their movements. 	<ul style="list-style-type: none"> • Create and perform sequences using compositional devices to improve the quality. • Lead small groups through a short warm up routine. • Use appropriate language to evaluate and refine my own and others' work. • Work collaboratively with others to create a sequence. • Understand how to work safely when learning a new skill. • Understand what counter balance and counter tension is and show examples with a partner.
Games	<ul style="list-style-type: none"> • Negotiate space safely with consideration for themselves and others • Follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Select the appropriate skill for the situation. • Throw, roll or strike a ball to a target with some success. • Work co-operatively with a partner and a small group. 	<ul style="list-style-type: none"> • Combine travelling skills with strategies for attacking and defending, • Use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) - use a range of tactics to 	<ul style="list-style-type: none"> • Apply appropriate footwork skills and rules with control and accuracy to games activities • Move at different speeds and in different directions and transfer this into a game scenario

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	<ul style="list-style-type: none"> • Play co-operatively, take turns and encourage others. • Play games honestly with consideration of the rules. • Show an understanding of feelings and regulate their own behaviour. • Move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding. • Experiment in traveling in different directions such as backwards and sideways - experiment with different ways of moving • Roll and receive a ball individually and with a partner - pass a ball around different body parts • Pat and bounce a ball downwards • Throw and catch a small ball and bounce it downwards • Aim at a target, individually and with a partner • Kick and dribble a ball 	<ul style="list-style-type: none"> • Understand the principles of a target game and can use different scoring systems when playing games. • Understand what good technique looks like and can use key words in the feedback I provide. • Use different ways of traveling with increasing speed and agility • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running • Begin to choose and use the best space in a game • Demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, • Play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills - play with confidence in varying formations e.g. 2v2, 4v4, 3v1 	<p>keep possession of the ball and get into position to shoot or score - understand how to dodge, mark, signal for the ball and intercept</p> <ul style="list-style-type: none"> • Use a bat to strike a ball with a degree of accuracy and control - throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions • Know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) - throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) • Negotiate, plan and make collective decisions on the nature shape and construction of the game • Select and use skills and tactics appropriate for the type of game 	<ul style="list-style-type: none"> • Move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction • Play in a range of small sided games and make effective choices about when, how and where to pass • Know and understand the positions they play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting • Know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds • Play confidently and effectively in a range of small sided striking and fielding games and work as a team • Select the appropriate action for the situation and make this decision quickly. • Use a wider range of skills with increasing control under pressure. • Use the rules of the game consistently to play honestly and fairly. • Recognise their own and others strengths and areas for
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				development and can suggest ways to improve.
Dance	<ul style="list-style-type: none"> • Confident to try new challenges and perform in front of others. • Combine movements, selecting actions in response to the task. • Negotiate space safely with consideration for themselves and others. • Follow instructions involving several ideas or actions. • Show respect towards others when providing feedback. • Use movement skills with developing strength, balance and co-ordination, showing increasing control and grace. 	<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Copy, remember, repeat and create dance phrases. • Describe how their body feels during exercise. • Show a character and idea through the actions and dynamics they choose. • Can use counts to stay in time with the music. • Can work with a partner using mirroring and unison in our actions. • Show confidence to perform. 	<ul style="list-style-type: none"> • Choose actions and dynamics to convey a character or idea. • Copy and remember set choreography. • Provide feedback using appropriate language relating to the lesson. • Respond imaginatively to a range of stimuli relating to character and narrative. • Use changes in timing and spacing to develop a dance. • Use counts to keep in time with others and the music • Use simple movement patterns to structure dance phrases on my own, with a partner and in a group • Show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> • Choreograph a dance and work safely using a prop. • Lead a small group through a short warm-up routine. • Perform dances confidently and fluently with accuracy and good timing. • Refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters • Use appropriate language to evaluate and refine their own and others' work. • Use feedback provided to improve the quality of my work. • Work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances.
Athletics	<ul style="list-style-type: none"> • Run with control, showing good posture and balance • Start, stop and change pace with control in response to instructions • Run and change direction • Show awareness of space and safety of others 	<ul style="list-style-type: none"> • Describe how their body feels during exercise. • Identify good technique. • Jump and land with control. • Use an overarm throw to help them to throw for distance • Work with others, taking turns and sharing ideas. 	<ul style="list-style-type: none"> • Demonstrate the difference in sprinting and jogging techniques. • Explain what happens to their body when they warm up. • Identify when they have been successful and what they need to do to improve. 	<ul style="list-style-type: none"> • Compete within the rules showing fair play and honesty. • Help others to improve their technique using key teaching points. • Identify their own and others' strength and areas for

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	<ul style="list-style-type: none"> • Roll a ball accurately • Practise throwing different equipment over lines, into space and at targets 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds. • Try their best. 	<ul style="list-style-type: none"> • Jump for distance with balance and control. • Throw with some accuracy and power to target area. • Show determination to improve their personal best. • Support and encourage others to work to their best. 	<p>development and can suggest ways to improve.</p> <ul style="list-style-type: none"> • Perform jumps for distance using good technique. • Select and apply the best pace for a running event. • Show accuracy and good technique when throwing for distance. • Understand that there are different areas of fitness and how this helps them in different activities. • Use different strategies to persevere to achieve their personal best.
Health and fitness		<ul style="list-style-type: none"> • Describe how their body feels during exercise. • Show hopping and jumping movements with some balance and control. • Persevere with new challenges. • Show determination to continue working over a longer period of time. • Understand that running at a slower speed will allow them to run for a longer period of time. • Work with others to turn a rope and encourage others to jump at the right time. 	<ul style="list-style-type: none"> • Collect and record their scores and identify areas they need to improve. • Use key points to help them to improve their sprinting technique. • Share ideas and work with others to manage activities. • Show balance when changing direction at speed. • Show control when completing activities to improve balance. • Show determination to continue working over a period of time. • Understand there are different areas of fitness and that each area challenges their body differently. 	<ul style="list-style-type: none"> • Change their running technique to adapt to different distances. • Collect, record and analyse scores to identify areas where they have made the most improvement. • Work with others to organise, manage and record information at a station. • Encourage and motivate others to work to their best. • Understand that there are different areas of fitness and how this helps them in different activities. • Understand the different components of fitness and ways to test and develop them

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				<ul style="list-style-type: none"> • Work to their maximum consistently when presented with challenges.
Outdoor adventurous activity		<ul style="list-style-type: none"> • Follow instructions carefully. • Say when they were successful at solving challenges. • Share ideas and help to solve tasks. • Work co-operatively with a partner and small group. • Show honesty and play fairly. • Understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> • Accurately follow and give instructions. • Confidently communicate ideas and listen to others. • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies to solve problems. • Reflect on when and why I was successful at solving challenges. • Work collaboratively and effectively with a partner and small group. 	<ul style="list-style-type: none"> • Inclusive of others, can share job roles and lead when necessary. • Orientate a map efficiently to navigate around a course. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Use critical thinking skills to form ideas and strategies to solve challenges. • With increasing accuracy, pupils can reflection when and how they have been successful at solving challenges and alter their methods in order to improve.