

PE Milestones

	Year 5 Milestone 1 Students should be able to;	Year 6 Milestone 2 Students should be able to;	Year 7 Milestone 3 Students should be able to;	Year 8 Milestone 4 Students should be able to;
Games Activities	<p>Skill 1 – Pass and receive a ball successfully in drills and practices.</p> <p>Skill2 – Move effectively with and without the ball.</p> <p>Tactics – Demonstrate the difference between attacking and defending in drills and practices.</p> <p>Rules – Participate fairly and sportingly to the rules in small sided games.</p>	<p>Skill 1 – Pass and receive a ball successfully in small sided games.</p> <p>Skill2 – Move effectively with and without the ball.</p> <p>Tactics – Demonstrate the difference between attacking and defending in small sided games.</p> <p>Rules – Participate fairly and sportingly, being able to self-officiate in small sided games.</p>	<p>Skill 1 – “Choose and use” Make decisions about when to pass, keep or move with the ball in competitive situations.</p> <p>Tactics - Know ways to create space and demonstrate this in drill situations.</p> <p>Tactics - Be able to play in a variety of positions e.g. attacking and defending.</p> <p>Rules- Have a good understanding of the rules of different games activities.</p>	<p>Skill 1 – “Choose and use” Make decisions about when to pass, keep or move with the ball in competitive situations.</p> <p>Tactics - Be able to quickly adapt and play in a variety of different positions.</p> <p>Tactics - Outwit opponents to create space or create scoring opportunities</p> <p>Rules - Be able to officiate/ umpire/ referee small sided games.</p>
Gymnastics	<p>Perform basic shapes and balances showing good tension and extension.</p> <p>Perform at least 2 rolls with good control</p> <p>Link together rolls, shapes and balances to create a short sequence.</p> <p>Describe what good fluency is.</p> <p>Can suggest ways that others can improve their performance.</p>	<p>Create partner and/or sequences, demonstrating matching and mirroring.</p> <p>Create a fluent routine using basic apparatus e.g. bench, box top, low beam.</p> <p>Consistently show good tension and extension.</p> <p>Compare the difference between my own and others performances and use this to improve</p>	<p>Perform basic shapes with control when in flight on the trampette.</p> <p>Demonstrate how to land safely out of jumps, leaps and flight.</p> <p>Show creativity and individuality when creating sequences.</p> <p>Perform dive forward rolls and first progressions of a somersault on the trampette</p> <p>Create a success criteria to help improve performance with help from a teacher.</p>	<p>Perform at least 1 through vault</p> <p>Understand how to take off, flight, and land when performing vaults.</p> <p>Demonstrate a variety of mounts onto and off equipment.</p> <p>Incorporate a vault into a sequence</p> <p>Know the progressions for performing a handspring on vault or from springboard.</p> <p>Analyse the performance of others</p>

Dance	<p>Perform teacher led motifs</p> <p>Link together teacher led motifs to create short dance phrases.</p> <p>Create own motifs linked to the lesson stimulus.</p> <p>Dance in time when teacher counts to rhythm.</p> <p>Can suggest ways that others can improve their performance.</p>	<p>Explain to somebody else the meaning of terms phrase, motif and stimulus.</p> <p>Adapt short dance sequences and make them more interesting considering relationships and space.</p> <p>Perform in time with others when working in small groups</p> <p>Compare the difference between my own and others performances and use this to improve.</p>	<p>Create own motifs and makes them fit well to music</p> <p>Make dance phrases more interesting by including different dynamics.</p> <p>Perform in time with others, the music and count independently to the rhythm.</p> <p>Create a success criteria to help improve performance with help from a teacher.</p>	<p>Create an interesting, short phrase using props.</p> <p>Incorporate props with fluency into movement phrases.</p> <p>Include contagion and canon in group phrases.</p> <p>Perform movement individually to the group or have a solo part in a group dance.</p> <p>Analyse the performance of others</p>
Athletics	<p>Know 3 teaching points for sprinting technique</p> <p>Perform a basic technique for throwing using a tennis ball or nerf.</p> <p>Use arms and legs to gain height when performing basic jumping techniques</p> <p>Know that increased knee lift will increase my speed</p>	<p>Perform a crouch start when taking part in sprinting activities.</p> <p>Demonstrate how to drive my knee up in jumping activities to increase my distance</p> <p>Can perform the correct technique for throwing events</p>	<p>Exchange relay baton using the sweep up or sweep down technique</p> <p>Consistently perform scissor kick technique with success in High jump.</p> <p>Successfully throw the javelin or nerf with a full run up.</p>	<p>Run at a steady pace in long distance running activities</p> <p>Accurately measure own run in high, long and/or triple jump</p> <p>Adapt run up to ensure consistent hitting of the board.</p> <p>Confidently act as an official in athletics activities.</p>
Striking and fielding games	<p>Throw a ball accurately underarm</p> <p>Catch a ball thrown from a short distance</p> <p>Have a basic understanding of fielding positions and play in one of them</p> <p>When batting sometimes make contact with the ball from a slow feed</p>	<p>Accurately throw a ball overarm, over a distance of 10m</p> <p>Catch the ball using correct technique for overhead and underarm catching</p> <p>Bowl accurately from standing stationary position</p> <p>Hit the ball most of the time when batting</p>	<p>Throw the ball accurately over a distance of 20m</p> <p>Bowl using a two stride approach</p> <p>Try different ways of bowling e.g. donkey drop or spin</p> <p>When batting begin to identify space in the field and deliberately hit the ball in that direction</p>	<p>Throw a ball accurately over 30m</p> <p>Field the ball accurately to post/ stump/ bowler</p> <p>Consistently place the ball any chosen direction when batting</p> <p>Make a tactical decisions in a game to improve team performance</p> <p>Can perform all fundamental skills e.g. catching, throwing accurately consistently under pressure.</p>

OAA	<p>Use a map of the school and locate the buildings of school</p> <p>Work with others in a team to solve a problem set by my teacher.</p> <p>Communicate non verbally with my team mates</p>	<p>Use different codes & commands to communicate with my classmates.</p> <p>Orientate a map of the school when working around the site.</p> <p>Follow a map of the school safely using key points to help orientation.</p> <p>Listen and learn from other people suggestions.</p>	<p>Identify three key symbols that are used on maps.</p> <p>Use thumbing on a map of the school to help organise a route.</p> <p>Can lead and be led blindfolded</p> <p>Can confidently lead a group activity</p> <p>Create a course for others to follow</p>	<p>Identify north, south, east and west on the map of the school site.</p> <p>Use a compass when working indoors to move in different directions.</p> <p>Suggest more effective ways to solve a problem</p> <p>Set a map so that features on the map correspond with features on the ground</p> <p>Come up with ideas and suggest ways to overcome challenges</p>
Net/ wall Games	<p>Know 3 teaching points for the "ready position" and understand why this is important.</p> <p>Hold a racket using the correct grip</p> <p>Can return the ball to a partner using both forehand and backhand.</p> <p>Can participate in a successful cooperative rally with a partner,</p>	<p>Be able to serve underarm</p> <p>Return the ball to a partner, sometimes being able to place it in the correct position on court to outwit an opponent.</p> <p>Sometimes win a competitive rally against a partner.</p> <p>Know the basic rules and scoring system for the game.</p>	<p>Can demonstrate the correct technique for serving.</p> <p>Select the appropriate type of shot at the correct times during a game.</p> <p>Know when to use a volley or a lob.</p> <p>Can officiate a game independently.</p> <p>Can give constructive feedback to a partner and help them to improve.</p>	<p>Can use a variety of different strokes.</p> <p>Can plan and use tactic to outwit an opponent.</p> <p>Understand the rules and can play in a doubles competitive rally.</p> <p>Can consistently serve with success, sometimes using the serve to outwit an opponent.</p>

<p>Healthy Active Lifestyles.</p>	<p>Explain the importance of a warm up and cool down and show the correct way to stretch.</p> <p>Know one or two basic components of fitness. Describe the short term effects of exercise on the body.</p> <p>Take part in different types of activities and know which one I enjoy most.</p>	<p>Identify which components of fitness are required for different types of sports.</p> <p>Understand that I need strength, speed and power and demonstrate in sprinting activities.</p> <p>Know different ways to improve my fitness</p> <p>Explain how different body types are suited to different sports.</p>	<p>Understand the FITT principle and adapt my training program to demonstrate it.</p> <p>Explain the short and long term effect of exercise on the body.</p> <p>Explain what my heart rate is and how to find it.</p>	<p>Explain what is happening to my heart and lungs when I exercise.</p> <p>Take part in and understand different methods of training.</p> <p>Know why athletes take part in Fitness testing and understand the benefits of doing it.</p>
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