PE Milestones

Milestone 1

Athletics

1A

• Pupils will begin to link running and jumping.

• To learn and refine a range of running which includes varying pathways and speeds.

• Develop throwing techniques to send objects over long distances.

• Increase stamina and core strength needed to undertake athletics activities.

• Take part in a broad range of opportunities to extend strength, balance, agility and coordination.

• Cooperate with others to carry out more complex tasks.

Vocab:

Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest, run, hop, skip, step, sideways, throw, slow, skipping, power, track, relay, tag, partner, sprint.

1B

• Develop power, agility, coordination and balance over a variety of activities.

• Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.

• Can negotiate obstacles showing increased control of body and limbs.

• Improve running and jumping movements, work for sustained periods of time. • Reflect on activities and make connections between a healthy active lifestyle.

• Experience and improve on jumping for distance and height.

Vocab:

Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect, lunges, strength, repetition, accuracy, agility, fitness, lap.

Dance

1A

• Respond to a range of stimuli and types of music.

• Explore space, direction, levels and speeds. • Experiment creating actions and performing movements with different body parts.

• Able to build simple movement patterns from given actions.

• Compose and link actions to make simple movement phrases.

• Respond appropriately to supporting concepts such as canon and levels

Vocab:

Stretch, swing, mood, feeling, theme, static, start, middle, end, mirroring, compose, select, emotions, canon, rhyme, round, respond

1B

• Describe and explain how performers can transition and link shapes and balances.

• Perform basic actions with control and consistency at different speeds and on different levels.

• Challenge themselves to move imaginatively responding to music.

• Work as part of a group to create and perform short movement sequences to music.

• Perform using more sophisticated formations as well as an individual.

• Explore relationships through different dance formations.

• Explain the importance of emotion and feeling in dance.

• Use the stimuli to copy, repeat and create dance actions and motifs.

Vocab:

Direction, huddle, group, mood, feeling, respond, galloping, flying, footwork, solo, duet, freestyle, motif, formation, movement pathways.

Gymnastics

1A

Identify and use simple gymnastics actions and shapes.

• Apply basic strength to a range of gymnastics actions.

• Begin to carry simple apparatus such as mats and benches. • To recognise ‘like’ actions and link them. • To perform a variety of basic gymnastics actions showing control.

• To introduce turn, twist, spin, rock and roll and link these into movement patterns.

• To perform longer movement phrases and link with confidence

Vocab:

Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, jump, strength, sequence, travel, shape.

1B

• Describe and explain how performers can transition and link gymnastic elements.

• Perform with control and consistency basic actions at different speeds and on different levels.

• Challenge themselves to develop strength and flexibility.

• Create and perform a simple sequence that is judged using simple gymnastic scoring.

• Develop body management through a range of floor exercises.

• Use core strength to link recognised gymnastics elements, e.g., back support and half twist.

• Attempt to use rhythm while performing a sequence.

Vocab:

Shape, sequence, pattern, movement, music, timing, hang, carry, power, judging, body tension, control, extension, travel, turn, transition, smooth, frog jump

Invasion Games

1A

• To practice basic movements including running, jumping, throwing and catching. • To begin to engage in competitive activities.

• To experience opportunities to improve agility, balance and coordination.

• To recognise rules and apply them in competitive and cooperative games.

• Use and apply simple strategies for invasion games.

• Preparing for, and explaining the reasons why we enjoy exercise.

Vocab:

Attack, catch, defend, over-arm, play, against, receive, rolling, send, throw, under-arm, defend, fluency, pitch

Net/ wall games

catch, collect, feed, roll, stop, throw, backhand, court, umpire, net.

Striking and fielding

Batter, bowl, field, hit, hitter, retrieve

1B

•Can send a ball using feet and can receive a ball using feet.

• Refine ways to control bodies and a range of equipment.

• Recall and link combinations of skills, e.g. dribbling and passing.

• To select and apply a small range of simple tactics.

• Recognise good quality in self and others.

• To work with others to build basic attacking play

Vocab:

Aim, attack, complete dribble, bounce, cooperate, receive, control, rebound, speed, direction, scoring, following, intercepting, pass.

Net/Wall games

1A

• Able to send an object with increased confidence using hand or bat.

• Move towards a moving ball to return it.

• Sending and returning a variety of balls/objects such as balloons and beachballs.

• Track, intercept and stop a variety of objects such as balls and beanbags.

• Select and apply skills to beat the opposition.

Vocab:

catch, collect, feed, roll, stop, throw, backhand, court, umpire, net.

Striking and fielding

Batter, bowl, field, hit, hitter, retrieve

1B

• Be able to track the path of a ball over a net and move towards it

• Begin to hit and return a ball using hands and racquets with some consistency

• Play modified net/wall games throwing, catching and sending over a net

• Be able to make it difficult for their opponent to score a point.

• Begin to choose specific tactics appropriate to the situation.

• Improve agility and coordination and use in a game

Vocab:

serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet, deep, rotate

Striking & Fielding

1A

• Able to hit objects with hand or bat.

• Track and retrieve a rolling ball.

• Throw and catch a variety of balls and objects.

• Develop sending and receiving skills to benefit fielding as a team.

• Distinguish between the roles of batters and fielders.

• Introduce the concept of simple tactics.

Vocab:

Batter, bowl, field, hit, hitter, retrieve

1B

• To develop hitting skills with a variety of bats.

• Practice feeding/bowling skills.

• Hit and run to score points in games.

• Work on a variety of ways to score runs in the different hit, catch, run games.

• Attempt to work as a team to field.

• Begin to play the role of wicketkeeper or backstop.

Vocab:

Hit, catch, runs, wickets, bats, bowl, overarm, throw, posts, stumps, backstop,

Outdoor/Adventurous Activity

1A

• Use thinking skills to follow multi step instructions.

• Solve more challenging problems as an individual.

• Comprehend that one thing can represent another.

• Take part in activities with increasing challenge to build confidence

Vocab:

Sequence, problems, instructions, perform, symbol, pyramid, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group.

1B

• Use searching skills to find given items from clues and pictures.

• Work as a pair to navigate space.

• Use and explore unusual equipment to develop coordination,

• problem-solving and motor skills

Vocab:

Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety, orienteering.

PE Milestones

Milestone 2

Athletics

2A

• Control movements and body actions in response to specific instructions.

• Demonstrate agility and speed. • Jump for height and distance with control and balance.

• Throw with speed and power and apply appropriate force.

Vocab:

Run, jump, throw, agility, power, speed, track, force, distance, accelerate, hurdles, pull, record, pace, approach, combine

2B

• Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.

• Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws

Vocab:

Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex, howler, bounce, target, take off, sling, exchange, accuracy.

Dance

2A

• Practise different sections of a dance aiming to put together a performance.

• Perform using facial expressions.

• Perform with a prop.

• Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies.

• Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.

Vocab:

Phrase, facial, expression, improvisation, rehearse, hop, step ball change, partner work, floor patterns, angular, energetic, strong, linear, dynamics

2B

• Work to include freeze frames in routines.

• Practise and perform a variety of different formations in dance.

• Develop a dance to perform as a group with a set starting position.

• Developing choreography and devising skills in relation to a theme.

• Exploring dynamic quality and formations to communicate character.

• Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.

Vocab:

Improvisation, rehearse, director, choreographer, slide, formation, freeze frames, sequence, size, direction, background, ornamentation, facing, movements.

Gymnastics

2A

• Modify actions independently using different pathways, directions and shapes.

• Consolidate and improve the quality of movements and gymnastics actions.

• Relate strength and flexibility to the actions and movements they are performing.

• To use basic compositional ideas to improve sequence work. • Identify similarities and differences in sequences.

• Develop body management over a range of floor exercises.

• Attempt to bring explosive moves into floor work through jumps and leaps.

• Show increasing flexibility in shapes and balances.

Vocab:

Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, unison, sustained, power, control, bounce, box splits, dynamic, static, half lever, extension.

2B

• Modify actions independently using different pathways, directions and shapes.

• Consolidate and improve the quality of movements and gymnastics actions.

• Relate strength and flexibility to the actions and movements they are performing.

• To use basic compositional ideas to improve sequence work. • Identify similarities and differences in sequences. • Develop body management over a range of floor exercises.

• Attempt to bring explosive moves into floor work through jumps and leaps.

• Show increasing flexibility in shapes and balances.

Vocab:

Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, tension, travelling steps, muscles (abdominals, obliques) engage, core, stabilize, transitions, sequences.

Invasion Games

2A

•Can send a ball using feet and can receive a ball using feet.

• Refine ways to control bodies and a range of equipment.

• Recall and link combinations of skills, e.g. dribbling and passing.

• To select and apply a small range of simple tactics.

• Recognise good quality in self and others.

• To work with others to build basic attacking play

Vocab:

Football: score, intercept, touch, dribble, accuracy, possession.

Handball: shoot, defend, attack, block, run, control, catch, pass, score, handbal, intercepting.

Hockey: shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.

Lacrosse: push, catch, pass, pull, head, stick, groundballs, step, squat, scoop, low, overarm, underarm.

Netball: space, pass, accurately, mark, dodge, attack, defend, footwork, possession, netball, rules, improve.

2B

• Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting

• Develop a wider range of ball handling skills

• Use footwork rules in a game situation and explore basic marking.

• Passing over longer distance.

• Moving towards the ball to receive the pass.

• Pass and move with the ball as a team to build attacks.

• Apply a small range of tactics in a competitive situation.

• Demonstrate increased speed and endurance during game play.

• Evaluating skills, tactics and teamplay to aid improvement.

Vocab:

Football: Control, use, space, defend, defensive, attack, dribble, pass, tactics, direction, tackle,

Handball: footwork, foul, free throw, double dribble

Hockey: control, use space, defend, attack, dirbble, pass, push, slap.

Lacrosse: overarm, underarm, interception, possession.

Netball: footwork, goal attack, goal shooter, goal defence, goal keeper, marking, centre,

Tag: rugby: passing, running, backwards, tag, try-area.

Net/Wall games

2A

• Identify and describe some rules of net/wall games.

• Serve to begin a game.

• Explore forehand hitting.

• Play with some understanding of modified court boundaries

Vocab:

Badminton: Hit, return, court, forehand, shuttlecock, points, score, net, underarm, racquet.

Tennis: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.

2B

• Explore and use different shots with both the forehand and backhand.

• Demonstrate different net/wall skills.

• Practise some trick shots in isolation.

• Work to return the serve.

• Demonstrate different court positions in gameplay

Vocab:

Badminton: Tactics, underarm, overarm, tricks, ready position, shuttlecock, boundary.

Tennis: hit, return, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.

Striking & Fielding

2A

• To be able to adhere to some of the basic rules of cricket of striking and fielding games.

• To develop a range of skills to use in isolation and a competitive context.

• To use basic skills with more consistency including striking a bowled ball.

• Work cooperatively with others to complete fielding tasks.

Vocab:

Cricket: batting, fielding, bowling, bat, wicket, stump, crease, run, innings, boundary, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.

Rounders: batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.

2B

• To develop the range of striking and fielding skills they can apply in a competitive context

• Choose and use a range of simple tactics in isolation and in a game context.

• Consolidate existing skills and apply with consistency.

• Strike to ball with intent, use decision making attempt direction

Vocab:

Cricket: Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles,

Rounders: zones, directing, speed, avoid, intercept, role, scoring system, stumped, gain.

Outdoor/Adventurous Activity

2A

• Work with others to solve problems.

• Describe their work and use different strategies to solve problems.

• Lead others and be led

• Differentiate between when a task is competitive and when it is collaborative

Vocab:

Maps, diagrams, scale, symbol, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust, route map.

2B

• Work well in a team or group within defined and understood roles.

• Plan and refine strategies to solve problems.

• Identify the relevance of and use maps, compass and symbols.

• Identify what they do well and suggest what they could do to improve.

Vocab:

Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success

PE Milestones

Milestone 3

Athletics

3A

• Sustain pace over short and longer distances such as running 100m and running for 2 minutes.

• Able to run as part of a relay team working at their maximum speed.

• Perform a range of jumps and throws demonstrating increasing power and accuracy

Vocab:

Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex, howler, bounce, target, take off, sling, exchange, accuracy.

3B

• Become confident and expert in a range of techniques and recognise their success.

• Apply strength and flexibility to a broad range of throwing, running and jumping activities.

• Work in collaboration and demonstrate improvement when working with self and others.

• Accurately and confidently judge across a variety of activities.

Vocab:

Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop- step- jump.

Dance

3A

Perform different styles of dance fluently and clearly.

• Refine & improve dances adapting them to include the use of space rhythm & expression.

• Worked collaboratively in groups to compose simple dances.

• Recognise and comment on dances suggesting ideas for improvement.

• Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character.

• Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience

Vocab:

Facial expression, rehearse, choreographer, locomotion, line dance, wall patterns, assemble, sissonne, saute, chaine, retrograde, inversion.

3B

Create longer and more complex sequences and adapt performances.

• Take the lead in a group when preparing a sequence.

• Develop symmetry individually, as a pair and in a small group.

• Compare performances and judge strengths and areas for improvement.

• Select a component for improvement. For example - timing or flow.

• Take responsibility for own warm-up including remembering and repeating a variety of stretches.

• Perform more complex actions, shapes and balances with consistency.

• Use information given by others to improve performance.

Vocab:

Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression, narrative tension and relationships, aural setting, accompany, contact, quality, confidence.

Gymnastics

3A

*Create longer and more complex sequences and adapt performances.

• Take the lead in a group when preparing a sequence.

• Develop symmetry individually, as a pair and in a small group. • Compare performances and judge strengths and areas for improvement.

• Select a component for improvement. For example - timing or flow.

• Take responsibility for own warm-up including remembering and repeating a variety of stretches.

• Perform more complex actions, shapes and balances with consistency.

• Use information given by others to improve performance.

Vocab:

Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance, elements, strength, bridge, warmup, balance, control.

3B

Create longer and more complex sequences and adapt performances.

• Take the lead in a group when preparing a sequence.

• Develop symmetry individually, as a pair and in a small group.

• Compare performances and judge strengths and areas for improvement.

• Select a component for improvement. For example - timing or flow. • Take responsibility for own warm-up including remembering and repeating a variety of stretches.

• Perform more complex actions, shapes and balances with consistency.

• Use information given by others to improve performance.

Vocab:

Flight, consistent, vault, vaulting, sequences, combinations, direction, dismount, half lever, box splits, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

Invasion Games

3A

• Use strength, agility and coordination when defending.

• Increase power and strength of passes, moving the ball accurately in a variety of situations.

• Select and apply a range of tactics and techniques and play with consistency.

• To play effectively in a variety of positions and formations on the pitch.

• Relate a greater number of attacking and defensive tactics to gameplay

• Become more skillful when performing movements at speed. • Select and apply appropriate skill in a game situation.

Vocab:

Football: Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain,

Handball : dribble, block, pivoting, steps, double fault, offensive foul, free throw.

Hockey: teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.

Netball: score, shoot, footwork, foul, free pass, pivot, umpire, dodging, attack, defence, dodge, stationary.

Tag rugby: contest, possession, pressure, support, pop pass, turn over, lose pass, W grip, offence, formation.

3B

• Apply aspects of fitness to the game such as power, strength, agility and coordination.

• Choose and implement a wider range of strategies to play defensively and offensively.

• Grasp more technical aspects of the game.

• Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games.

• Use set plays in game situation and explain when and why they are used.

• Switch effectively as a team between defence and attack.

Vocab:

Football: fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.

Handball: control, use space, screen, skill selection, conditioned games, appropriate, organization, consistency, counterattack.

Hockey: power, distance, perform, consistent, fair play, tackle, covering, supporting.

Netball: tactics, gameplay, blocking, free, metre, organization, rebounds, prone, thirds, area, offside.

Tag rugby: transition, principle, STEP, agility, turnover, support, observe, analyse.

Net/Wall games

3A

• Use different types of serves in-game and new shots learnt in games.

• Play with others to score and defend points in competitive games.

• Move confidently around the playing area using footwork techniques.

• Develop further ways of playing with others cooperatively and in competition.

• Introduce Volley shots and Overhead shots.

• Further, explore Tennis service rules.

Vocab:

Badminton: clear, overhead, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement.

Tennis: service, rules, volley, overhead, singles, doubles.

3B

• Develop a wider range of shots.

• Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.

• Play with fluency with a partner in doubles/partner scenarios.

• Develop backhand shots.

• Begin to use full scoring systems

• Continue developing doubles play and tactics to improve

Vocab:

Badminton: smash shot, offensive, attacking, defending, rally, drop shot, net play.

Tennis: lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Striking & Fielding

3A

. • Link together a range of skills and use in combination.

• Collaborate with a team to choose, use and adapt rules in games.

• Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance

• Develop retrieving and returning the ball.

Vocab:

Cricket: calling, accuracy, rise of ball, anticipating, forward defensive shot, setting a field flexibility, endurance, power, cardiovascular

Rounders: power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive.

3B

• Apply with consistency standard rules in a variety of different styles of games.

• Attempt a small range of shots in isolation and in competitive scenarios.

• Use a range of tactics for attacking and defending in the role of bowler, batter and fielder

Vocab:

Cricket: urgency, acquire, high ball, tracking, shot delivery, long balls, on drive, off drive, slip, short, leg, cover, innings, retires.

Rounders: shot, defensive, offensive, predict, place, select, tactics, stance, tracking.

Outdoor/Adventurous Activity

3A

• Explore ways of communicating in a range of challenging activities.

• Navigate and solve problems from memory.

• Develop and use trust to complete the task and perform under pressure

Vocab:

Challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual signal

3B

• Use information given by others to complete tasks and work collaboratively.

• Undertake more complex tasks.

• Take responsibility for a role in a task.

• Use knowledge of PE and physical activities to suggest design ideas & amendments to games.

Vocab:

Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.