



Physical Education (PE) Learning Milestones



Curriculum area	Key Stage	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
Games		<p>Participates in competitive physical activities and team games.</p> <p>Begins to use some simple tactics when playing team games.</p> <p>Understands the basic concepts of attacking and defending.</p> <p>Develops coordination and control of their bodies to combine movement with throwing, catching, hitting and kicking.</p> <p>Plays games and uses equipment safely.</p>	<p>Uses tactics to work as part of a team, gain/retain possession and score.</p> <p>Is developing control over a range of skills required for invasion games.</p> <p>Is developing control over a range of skills required for net and wall games.</p> <p>Is developing control over a range of skills required for striking and fielding games.</p> <p>Plays games and uses equipment safely.</p> <p>Plays games by the rules and demonstrates good sporting values.</p>	<p>Creates and deploys a variety of tactics effectively in game situations.</p> <p>Demonstrates control under pressure over a range of skills required for invasion games.</p> <p>Demonstrates control under pressure over a range of skills required for net and wall games.</p> <p>Demonstrates control under pressure over a range of skills required for striking and fielding games.</p> <p>Plays games and uses equipment safely.</p> <p>Plays games by the rules and consistently demonstrates good sporting values.</p>
	Athletics	<p>Can remember, repeat and link combinations of actions with increasing control and coordination.</p> <p>Develops accuracy and velocity when throwing a variety of objects with one hand.</p> <p>Develops accuracy and velocity when jumping from a stationary position.</p> <p>Develops accuracy and velocity when changing speed and direction whilst running.</p>	<p>Demonstrates the difference between sprinting and running over varying distances.</p> <p>Jumps for distance and height with control and balance.</p> <p>Throws with some accuracy and power into a target area using different techniques.</p>	<p>Varies pace appropriately across and within different running events.</p> <p>Uses and improves the most effective technique for them to jump for distance and height.</p> <p>Uses and improves the most effective technique for them to throw for distance and accuracy.</p>
	Gymnastics	<p>Remembers repeats and links combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Begins to choose, use and vary compositional devices.</p> <p>Can work with a partner to create a simple sequence.</p>	<p>Safely performs balances individually and with a partner.</p> <p>Plans and performs sequences with a partner that include a change of level and shape.</p> <p>Understands how body tension can improve the control and quality of their movements.</p>	<p>Understands what counter-balance and counter-tension is and demonstrates examples with a partner.</p> <p>Combines and performs gymnastic actions, shapes and balances with control and fluency.</p> <p>Creates and performs sequences using compositional devices to improve the quality.</p>
	Dance	<p>Explores, remembers, repeats and links a range of actions with coordination, control and awareness of the expressive qualities of dance.</p> <p>Explores changes of rhythm, speed, level and direction.</p> <p>Composes and performs short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>Uses simple motifs and movement patterns to structure dance phrases, solo, with a partner and in a group.</p> <p>Refines, repeats and remembers dance phrases and dances using formation, canon and unison, responding imaginatively to a range of stimuli related to character and narrative.</p> <p>Describes, interprets and evaluates dance, using appropriate vocabulary.</p>	<p>Works creatively, imaginatively and individually, with a partner and in a group to choreograph motifs and structure simple dances.</p> <p>Performs dances fluently and with control, adapting and refining actions, dynamics and relationships to improve them.</p> <p>Use appropriate vocabulary to evaluate and refine their own and others' work.</p>

<p>Swimming</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively. Performs safe self-rescue in different water-based situations.</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively. Performs safe self-rescue in different water-based situations.</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively. Performs safe self-rescue in different water-based situations.</p>
------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------