



MILESTONE PHYSICAL EDUCATON

The Milestone School

Acquiring and D	eveloping Skills
Level 11	I can drop a ball with consistency.
20,0111	I can use underarm to propel an object.
	 I can move in line with an object to stop it.
	 I can catch a ball with consistency.
	 I can intercept an object.
	 I can throw a bean bag at a target two metres away.
	 I can jump and land correctly.
	 I can throw a ball underhand with control.
	 I can drop and catch a ball with consistency.
	 I can choose a variety of ways to kick, hit, and throw an object.
	 I swing through a ball when using a bat.
	I can take part in a team game.
	 I can work with a partner in gym.
	 I can show control and coordination when travelling.
	 I can copy simple movement patterns in dance.
	 I can dance to reflect the mood of the music.
1 110	I can use different parts of my body in a dance routine.
Level 12	 I can track an object.
	 I can show some accuracy when propelling an object.
	I can decide where and when to run. I know which way my to am is playing.
	 I know which way my team is playing. I can throw to a partner 3 metres away.
	 I can throw to a partner 3 metres away. I can attempt to hit a ball to a partner.
	I can hop on either foot.
	I can practice gym routines.
	 DANCE: I can move expressively and clearly.
	 DANCE: I have an appropriate starting position.
	 DANCE: I can change speed and direction in a controlled manner.
	 DANCE: I can add still shapes to a sequence.
	 DANCE: I have controlled appropriate finishing positions.
	DANCE: I can change the mood of dance with the music.
	 I consistently intercept an object.
	 I can identify my own targets.
	 I can demonstrate ways to defend.
	 I can catch a ball that has bounced off a wall.
	 I can throw a ball into a container.
	 I know the difference between attacking and defending.
	 I can attempt to hit a ball into a space.
	I can hold a balance.
	 I can demonstrate 5 different jumps with controlled landings and take off.
	 DANCE: I can perform a short dance showing expression.
	 DANCE: I can remember and repeat a simple dance.
	 I can consistently catch an object.
	 I can dribble a ball a short distance.
	 I know different games have different rules.
	I know how to score in games.
1 1 10	I can work with a partner to achieve a common goal. Common goal Common goal
Level 13	 I can position myself to cause problems for the opposition.
	I can aim for accuracy. I am a walers different ways of canding a last. I am a walers different ways of canding a last. I am a walers different ways of canding a last.
	I can explore different ways of sending a ball. I can explore different ways of sending a ball. I can explore different ways of sending a ball. I can explore different ways of sending a ball.
	 I can play ball in opponent's court. I can bowl underarm accurately.
	 I can discuss different stimuli for a dance theme.
	I can change direction and pace during dance.
	I can use ball skills to keep possession and control.
	I can pass a ball keeping control.
	I can plan where to stand to make it difficult for opponents.
	I can strike a ball with intent.
	 I can demonstrate the difference between helping a partner and playing against someone.
	 I can throw accurately when playing a game.
	 I can explore ideas based on a theme
	 I can show an awareness of phasing (dance)
	 I can move to a variety of stimuli (dance)
	 I can try to win by changing the way I use my skills.
	 I can consistently intercept and stop an object.
	 I can dribble a ball keeping control.
	 I can dribbler a ball around cones.
	 I can combine different jumps with control.
Level 14	 I can vary direction and speed in a dance.
	 I can use a range of ideas from different cultures (dance).
	 I can use rules and keep playing without dispute.
	 I can use different bowling methods.

Can lake weight with different parts of the body.		
Coan communicate the feelings of a character (dance). Coan vary the way Iboxil.		real pass a ball keeping cermer and pessession.
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Loan hit the both in the intended direction.		
Lean keep a rally going.		
Leavel 1.5 Con recognise space and use it to my advantage.		
Level 15 Con show an awareness of the music's frythm when improvising.		
Can consistently dribble past all active opponents.	Lovel 1E	
Can change direction and speed when dribbling a ball.	Level 13	· · · · · · · · · · · · · · · · · · ·
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	 I can recognise the importance of planning.
	 I can devise and use criteria to analyse performance effectively.
	 I can observe shape and balance on apparatus.
	 Having identified strengths and weaknesses, make effective decisions about what to do to improve their
	own and others work.
	I have a clear idea about what I have achieved.
	I can use knowledge of activity and principles of practice and training to decide on and prioritise
	action.
	 I can identify aspects of a performance consistently and accurately.
	 I can recognise the importance of thinking as I the work through a task.
	 I can suggest improvements in speed and direction.
	I can identify the reason why I won or lost.
Fundamentals	
Level 7	Sits comfortably on a chair with both feet on the ground
	 Runs safely on whole foot
	 Moves in response to music, or rhythms played on instruments such as drums or shakers
	 Jumps up into the air with both feet leaving the floor and can jump forward a small distance
	 Begins to walk, run, climb on different levels and surfaces
	 Begins to choose different ways of moving
	 Kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to
	catch a large ball by using 2 hands and their chest to trap it
	 May begin to show a preference for dominant hand or foot
	 When holding crayons, chalks etc, makes connections between their movement and the marks they
	make
Level 8	 Holds mark making tools with thumb and fingers
	 Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using
	hands and body to stabilise
	 Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
	 Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid
	obstacles
	 Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
	 Manipulates a range of tools and equipment in one hand, tools include paint brushes, scissors,
	hairbrushes, toothbrushes, scarves or ribbons
	Turns pages in a book, sometimes several at once
	 Shows increasing in holding, using and manipulating a range of tools and objects such as tambourines,
	jugs, hammers and mark making tools
Level 9	 Chooses to move in a range of ways, moving freely and with confidence making changes to body
	shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running,
	jumping, skipping, sliding and hopping
	 Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
	 Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
	 Negotiates space successfully when playing racing and chasing games with other children, adjusting
	speed or changing direction to avoid obstacles
	 Travels with confidence and skill around, under, over and through balancing and climbing equipment
	Shows increasing control over an object in pushing, throwing, catching or kicking it
	 Can grasp and release with two hands e.g. a ball
	 Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors,
	hairbrushes, toothbrushes, scarves or hats
Level 10	 Uses simple tools to effect changes to materials
	 Handles tools, objects, construction and malleable materials safely and with increasing control and
	intention
	Shows a preference for a dominant hand
	Begins to use anticlockwise movement and retrace vertical lines
	Begins to form recognisable letters independently
	 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
	 Use large and small motor skills to do things independently, for example manage buttons and zips, and
	pour drinks.
Knowledge and	Understanding of Fitness and Health
Level 11	I know where my heart is
	I am aware of my own breathing during exercise
	 I am aware of my own breathing after exercise
	 I can describe what it feels like when I breathe during exercise
Level 12	 I know why my heart beats faster.
	 I know I need to warm up and cool down.
	 I know why it is important to be active.
	 I can state if my body is cool, warm or hot.
	 I can recognise the physical demands of the tasks.
	 I can identify different ways in which my body works.
Level 13	 I can record if my body is hot, warm, or cool.
	I can carry out warm up activities and stretching.
	 I know how to move equipment safely.
	 I can observe my heart rate slowing when I rest.
	 I can describe in simple terms how I warm up and cool down.
	I can link breathing and heart rate to temperature.
Level 14	I understand the purpose of the heart.
	I know the body is supported by a skeleton and muscles.
	 I know what activities may be used to warm up.

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 I can use a range of techniques/tactics in adapting game plans.
 I can combine actions in sequence that involve changes in speed and direction.
 I can select and use a range of skills and abilities that suit their level of performance.
 I can compose group dances demonstrating the principles of choreographic form. Analyse
professional dance works and use to inform their practical chareography and performance