



MILESTONE PHYSICAL EDUCATION

Outcomes

Acquiring and Developing Skills	
Level 11	<ul style="list-style-type: none"> ▪ I can drop a ball with consistency. ▪ 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. ▪ I can use different parts of my body in a dance routine.
Level 12	<ul style="list-style-type: none"> ▪ 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 team is playing. ▪ 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. ▪ I can work with a partner to achieve a common goal.
Level 13	<ul style="list-style-type: none"> ▪ I can position myself to cause problems for the opposition. ▪ I can aim for accuracy. ▪ 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	<ul style="list-style-type: none"> ▪ 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.

	<ul style="list-style-type: none"> ▪ I can pass a ball keeping control and possession. ▪ I can take weight with different parts of the body. ▪ I can communicate the feelings of a character (dance). ▪ I can identify characteristics of a person/animal/object to be portrayed (dance). ▪ I can vary the way I bowl. ▪ I can receive a ball with control and keep possession. ▪ I can position my body correctly when using a bat/racquet. ▪ I can hit a ball with purpose. ▪ I can maintain fluency and control when performing difficult combinations (gym). ▪ I can discuss the mood to be created (dance). ▪ I can dribble the ball keeping control and possession. ▪ I can hit the ball in the intended direction. ▪ I can keep a rally going. ▪ I can recognise space and use it to my advantage.
Level 15	<ul style="list-style-type: none"> ▪ I can show an awareness of the music's rhythm when improvising. ▪ I can consistently dribble past all active opponents. ▪ I can change direction and speed when dribbling a ball. ▪ I can perform a forward and backward roll with precision. Develop variations of forward and backward roll e.g. to straddle. ▪ I can play the ball to make it difficult for the opponent. ▪ I can perform with a growing sense of style showing more complex movement patterns and an awareness of musical accompaniment i.e. rhythm and mood. ▪ I can make contrasting shapes when working with a partner. ▪ I have established skills with consistent accuracy and control. ▪ I can run at an appropriate speed for the distance. ▪ I can perform a combination of skills showing consistent fluency and control. ▪ I can perform movement patterns effectively with a partner. ▪ I can perform a good range of technical movements with expression and accuracy. ▪ I can show consistency and control in a game. ▪ I can use selected skills effectively under pressure. ▪ I can use different types of shot/stroke. ▪ I can perform more complex sequences demonstrating clarity and a consistent high level performance. ▪ I can perform actions with agility, fluency and consistency. ▪ I can perform advanced skills with a growing sense of 'performance.' Demonstrate sophisticated sensitivity to accompaniment and performance space opportunities. ▪ I can develop appropriate throwing styles for different objects. ▪ I can develop dance styles using different styles and cultures. ▪ I can make shots on either side of the body. ▪ I can combine actions and maintain a performance when working with a partner.
Evaluating and improving Performance	
Level 11	<ul style="list-style-type: none"> ▪ I can practice moving expressively. ▪ I can recognise I have been energetic. ▪ I can describe what I've done. ▪ I can say what I like about my performance. ▪ I can copy a partner's sequence.
Level 12	<ul style="list-style-type: none"> ▪ I can adjust my own movement and patterns after watching others. ▪ I can describe what I did to solve a problem. ▪ I can describe my own role within an activity. ▪ I can describe how my own dance can make me feel. ▪ I can watch others movements carefully. ▪ I can copy what I see and say why it is good. ▪ I can choose one aspect of a sequence to improve it.
Level 13	<ul style="list-style-type: none"> ▪ I can describe what I observe. ▪ I can describe a performance accurately. ▪ I can ask for help to improve. ▪ I can describe my own and others actions. ▪ I can recognise what is successful. ▪ I can identify how I have made it difficult for an opponent. ▪ I can identify what I find difficult. ▪ I can practice routines. ▪ I can use information to improve my own routine. ▪ I can identify what I need to practice. ▪ I can explain the differences between two performances.
Level 14	<ul style="list-style-type: none"> ▪ I can describe differences in running, jumping and throwing styles. ▪ I can focus on technique. ▪ I can aim for a realistic target to improve height or distance. ▪ I can sequence movements in a logical order. ▪ I can vary dance phrases. ▪ I can describe how to keep possession. ▪ I can identify good players and why they are good. ▪ I can understand the process involved to improve performance. ▪ I can show an awareness of others in a dance group. ▪ I can identify when 2 performances have the same elements and compare quality. ▪ I can identify what in a performance needs improving and how to do it. ▪ I can use my own assessment to modify work.
Level 15	<ul style="list-style-type: none"> ▪ I can offer constructive ideas when working with a partner. ▪ I can through effective analysis, identifying strengths and weaknesses, significantly improve quality of performance in their own and others' work.

	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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.

	<ul style="list-style-type: none"> ▪ I know how to improve health and fitness. ▪ I know why my body is cool, warm and hot. ▪ I can describe why exercise keeps me fit and healthy. ▪ I can identify strategies to improve stamina. ▪ I can describe the effects of exercise on heart rate. ▪ I can show an understanding of warming up and cooling down by selecting appropriate activities. ▪ I know I can produce short bursts of speed.
Level 15	<ul style="list-style-type: none"> ▪ I know strength and suppleness are key parts in gymnastic performance. ▪ I can plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. ▪ I can warm up the body for gymnastics. ▪ I can plan and carry out warm up and cool down activities with support. ▪ I know how to prepare physically. ▪ I can understand and explain what is needed within a fitness programme to improve their performance and that of others. ▪ I know how warming up helps improve my game. ▪ I can show an awareness of what constitutes a balanced diet. ▪ I know different dance styles place different demands on the body. ▪ I can give a good explanation of how warming up affects the body. ▪ I can explain the importance of exercise for good health.
Selecting and Applying Skills and Compositional Ideas	
Level 11	<ul style="list-style-type: none"> ▪ I can select appropriate movements for dance. ▪ I can repeat a sequence. ▪ I understand the idea of aiming. ▪ I can link two short movement phrases in dance. ▪ I can link two short movement phrases in Gym. ▪ I understand the idea of hitting into space. ▪ I can copy the sequence of a partner. ▪ I can create a dance phrase. ▪ I can hit into space.
Level 12	<ul style="list-style-type: none"> ▪ I can track a ball to retrieve, hit or kick. ▪ I can recognise there are different styles of running and jumping. ▪ I can recognise there are different styles of throwing. ▪ I can choose movements to make my own patterns. I can practice and repeat movements. ▪ I can show spatial awareness. ▪ I can use skills in different ways in different games. ▪ I can adapt skills in response to an opponent. ▪ I can recognise space and use it.
Level 13	<ul style="list-style-type: none"> ▪ I can understand the purpose of an activity. ▪ I can plan actions to ensure success. ▪ I can select the appropriate style of running/jumping for a task. ▪ I can select tactics apt for a situation. ▪ I can use skills to make progress towards a goal. ▪ I can pace my effort to maintain action. ▪ I can make my own patterns in dance and gym with beginning, middle and end. ▪ I can choose and link movements to express mood or idea. ▪ I can use dynamic phrases to express mood in dance. ▪ I can react in a way to assist a partner. ▪ I can react and make it difficult for an opponent.
Level 14	<ul style="list-style-type: none"> ▪ I can evaluate options. ▪ I can use space constructively. ▪ I can select a position to receive the ball. ▪ I can work with a team. ▪ I can create longer sequences. ▪ I can vary my speed, direction and height to make it difficult for opponents. ▪ I can combine actions in a sequence that involve changes in speed and direction. ▪ I can gauge when to run after hitting a ball. ▪ I can select which skills to use to make it difficult for opponents. ▪ I can improve appearance of sequence by varying direction, levels and pathways. ▪ I can vary the speed and direction of the ball. ▪ I can identify what to do when I beat an opponent.
Level 15	<ul style="list-style-type: none"> ▪ I can keep to the rules of the game. ▪ I can attack and defend successfully showing appropriate positional play and awareness of opponent. ▪ I can increase the length of a sequence. ▪ I can create an original movement sequence, demonstrating an extensive range of gymnastic actions. Perform this sequence with control, fluency and clarity showing contrasts in speed, level and direction. ▪ I can select the appropriate skill. ▪ I can demonstrate a growing sensitivity to accompaniment and adapt known dance styles and material to create dances ▪ I can direct the ball away from the opposition. ▪ I can contribute to team strategies. ▪ I can suggest how rules could be changed to improve the game. ▪ I can select and use compositional ideas that meet given criteria. ▪ I can create a floor, mate and apparatus sequence with a partner. ▪ I can create and perform dances demonstrating the sophisticated use and variation of motifs, group relationships and other choreographic principles. Sensitive communication of the dance idea to an audience. ▪ I can choose and develop material to create a dance.

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| | <ul style="list-style-type: none">▪ 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 choreography and performance. |
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