

## PE Milestones

| Key Objectives                                  | Milestone 1  | Milestone 2  | Milestone 3  | Milestone 4  |
|---|--|--|--|--|
|   | By the end of Reception  | By the end of Year 2   | By the end of Year 4   | By the end of Year 6   |
| <b>Invasion Games</b>                           | Children are able to negotiate space effectively, moving in a range of directions and avoiding obstacles.  | Children are able to negotiate space effectively when using a range of different resources including balls or rackets.                       | Children are able to take part in a wide range of invasive games, understanding the skills needed to create space. Children are able to think tactically and discuss strategies.     | Children to have the option of representing the school at Kingston Borough based competitions competing against children of the same age from different schools. |
| <b>Gymnastics (See Rian)</b>                    | Children experiment with different ways of moving and are able to jump and land appropriately. They are able to travel with confidence in a range of different ways. | Children begin to challenge their bodies through circuit training. They are able to complete a variety of basic balances including planking. | Children are able to record their progress in circuit training and discuss their development. Children work hard to achieve their personal best and set their own targets.           | In science children write detailed descriptions of their progress through circuit training.  |
| <b>Racket games &amp; Striking and Fielding</b> | Children show increasing control over objects in pushing, patting, throwing, catching or kicking it.   | Children confidently use a range of different objects in sports. They are able to use tools when moving in a range of different directions.  | Children understand that sporting equipment can be used in different ways and are confident to discuss the appropriate methods of using equipment. (e.g. Tennis - backhand forehand) | Children apply their knowledge of sporting equipment to take part in a range of competitive games.   |
| <b>Dance</b>                                    | Children experiment with different ways of moving based on a topic. (e.g. Minibeasts - Crawl like a spider)  | Children use respond to music, moving their bodies to the rhythm and beat of the music.  | Children discuss movement and steps in relation to the beat and tempo of the music being played.   | Children choreograph dance to a range of different styles including tudor dances and rock and roll.  |