Milestone 1: Movement knowledge for games, gymnastic and dance

Games	Gymnastics	Dance
Perform locomotion skills (running, jumping, nopping, skipping, etc.) using a mature pattern. Throw underarm in a mature pattern. Develop an overarm throw. Catch a large ball without cradling or trapping it against the body. Dribble a ball with hands or feet, while moving slowly in their own space. Kick a stationary ball from a short run-up. Strike a ball off a tee with a bat. Strike a ball with a short-handed bat. Send an object towards a target. Chase and retrieve a moving ball. Jump and land safely. Change direction. Use the ready position.	Copy and remember actions. Travel in a variety of ways (walking, running, hopping). Balance on a variety of large and small body parts (back, tummy, hands and feet). Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll. Link movements together into a short sequence using floor and apparatus. Remember, repeat and be able to refine movements in a sequence. Climb safely on equipment. Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance. Take some weight on hands, e.g. in a bunny hop. Set up apparatus safely. Vault on to a bench.	Perform a range of actions with control and coordination. Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book. Link actions to perform short dances. Repeat and remember simple movement patterns. Demonstrate stillness in a range of shapes. Explore actions that express ideas for a dance. Use a prop such as a scarf to experiment with moving.



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lifestyle



Tactics and strategy

Personal and social

Leadership



Milestone 1: Tactics and strategy knowledge for games, gymnastic and dance

Games	Gymnastics	Dance
Make simple decisions, e.g. which target to aim for. Use the terms 'opponent' and 'teammate'. Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. Decide when and where to pass. Keep possession by passing and receiving a ball. Recognise space on a court or pitch. Use a base position. Decide which base to pass to depending on position of opponent.	Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level. Make decisions on which actions are best performed on apparatus. Make decisions on the choice of actions to be performed ensuring smooth links.	Apply movement adaptations to their movement techniques, e.g. an unhappy walk. Express emotions through facial expressions, gestures and posture. Describe their choices of movement. Choose which actions to change with the movement adaptations of space, dynamics and relationships.







Tactics and strategy



Personal and social



Leadership



Healthy lifestyle



Milestone 1: Movement and tactics and strategy knowledge for swimming

Movement	Enter and exit a pool safely using a jump. Move around a pool, walking, hopping, etc. Touch the bottom of the pool with different body parts. Push and glide from the side holding a float with face in the water, showing an understanding of streamlining. Float in different shapes. Begin to use correct front and back crawl techniques, with or without buoyancy aids.
Tactics and strategy	Change body shape to increase speed through the water. Choose the most appropriate way of entering and exiting the pool.





and strategy







Personal and social





Milestone 1: Personal and social, leadership and healthy lifestyle knowledge (in all disciplines)

Personal and social knowledge	Leadership knowledge	Healthy lifestyle knowledge
Recognise that their behaviour can affect other people and take responsibility for this.	Remember to bring their kit.	Be able to talk about the benefits of being active.
	Make appropriate equipment choices.	Engage actively in PE lessons.
Recognise that people's bodies and feelings can be hurt.	Listen to others.	Recognise that changes occur in their body when
ACCUATION	Try hard.	they move fast: their heart beats faster, they breathe
Recognise what is fair and unfair, kind and unkind, right and wrong.	Follow the teacher's instructions.	faster and they feel slightly warmer.
Follow directions in group settings, following rules, taking turns.	Look after and use equipment properly.	Recognise the importance of a warm-up.
	Help a partner improve.	Differentiate between healthy and unhealthy foods.
Accept feedback from the teacher.		Recognise that physical activity is important for good health.
Use equipment and space appropriately.		
Share equipment and space with others.		Understand that some physical activities are challenging and difficult.
Follow class protocols with minimal reminders.		Describe physical activities that they enjoy.
Listen to others and play cooperatively.		Describe the enjoyment of playing with friends.
Identify and respect the differences and similarities between people.		Describe positive feelings that result from participating in physical activities.
Recognise when people are being unkind to them or others, how to respond, who to tell and what to say.		Recognise that working hard to achieve something can make them feel happy.
		Describe how physical activity makes them feel good.



Movement



Tactics and strategy



Personal and social



Leadership



Healthy lifestyle

