

## Milestone 2: Movement knowledge for games, gymnastic and dance

Games	Gymnastics	Dance
<p>Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball.</p> <p>Be able to transition fluently from one type of locomotion skill to another.</p> <p>Throw underarm to a partner or towards a target accurately.</p> <p>Throw overarm for distance with increasing accuracy.</p> <p>Catch a small ball thrown from a partner.</p> <p>Catch a large ball thrown from a partner, while on the move.</p> <p>Dribble a ball with hands or feet, while changing speed and direction.</p> <p>Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</p> <p>Use a balanced stance to send or receive a ball.</p> <p>Be able to change direction quickly.</p>	<p>Travel in a variety of ways (skipping, galloping).</p> <p>Balance on a variety of large and small body parts (front, back and side support, shoulder stand).</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Work alongside, away from and towards a partner.</p> <p>Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls).</p> <p>Take weight on hands (progressions towards a cartwheel).</p> <p>Use the five basic jumps and vary them using turns and shape.</p> <p>Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.</p> <p>Vault on to a small box placed longways.</p>	<p>Choreograph a sequence of between four and six movements, which can be recalled and repeated.</p> <p>Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements.</p> <p>Participate in a group dance and talk about individual and group contributions.</p> <p>Identify and describe shapes and pathways within a dance.</p> <p>Identify and describe dance styles from different eras.</p> <p>View and describe dances from other cultures and know where they come from.</p> <p>Demonstrate a simple dance from a different culture.</p> <p>Describe what they like or dislike about a dance.</p>

### Milestone 2



Movement



Tactics and strategy



Personal and social



Leadership



Healthy lifestyle

## Milestone 2: Tactics and strategy knowledge for games, gymnastic and dance

Games	Gymnastics	Dance
<p>Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</p> <p>Evade an opponent.</p> <p>Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</p> <p>Maintain possession by supporting the ball carrier.</p> <p>See pitch and court spaces, long and short.</p> <p>Cover the court as a team.</p> <p>Determine when to run on or stop at a base.</p>	<p>Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.</p> <p>Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</p> <p>Choose skills which both partners can perform well.</p> <p>Choose when and how to use techniques like unison and canon to add interest to the sequence.</p> <p>Use the apparatus to support more complex movements, e.g. handstand against a movement table.</p>	<p>Perform expressively by varying the movements in a sequence, using dynamics, space and relationships.</p> <p>Express emotions with realistic actions, e.g. stamp when angry, skip when happy.</p> <p>Explain how a movement can represent an idea.</p> <p>Create movements and phrases that convey a definite idea or sequence of events.</p> <p>Structure a dance to tell a story.</p> <p>Use action reaction techniques.</p> <p>Use compositional devices of canon and unison.</p> <p>Choose the order of the dance for maximum spectator impact</p>

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## Milestone 2: Movement knowledge for swimming, athletics and outdoor and adventurous activities

Milestone 2

Swimming	Athletics	Outdoor and adventurous activities
<p>Jump into the water and submerge.</p> <p>Pick up an object from the bottom of the pool.</p> <p>Swim using front/back crawl and breaststroke techniques.</p> <p>Tread water.</p> <p>Rotate from back to front and front to back and regain an upright position.</p> <p>Coordinate breathing as appropriate for the stroke being used.</p> <p>Swim at least 25 metres unaided.</p> <p>Swim through a hoop held vertically under water.</p> <p>Change body shape while floating.</p>	<p>Accelerate and decelerate quickly, demonstrating control and stability.</p> <p>Sprint over short distances.</p> <p>Run over a longer distance, demonstrating endurance.</p> <p>Run with good rhythm and coordination over small obstacles.</p> <p>Use a range of throwing techniques (pull, push and sling).</p> <p>Throw for distance within a marked zone.</p> <p>Jump for height and distance, showing control in landings.</p> <p>Perform jump combinations with rhythm and control.</p> <p>Compete against self, aiming to improve personal best performances.</p>	<p>Use maps and diagrams to orientate themselves and travel around a simple course.</p> <p>Complete a star orienteering activity.</p> <p>Find solutions to problems and challenges.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Take part in activities in the natural world.</p> <p>Work confidently in familiar and changing environments.</p> <p>Arrive properly equipped for outdoor and adventurous activity.</p>



Movement



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## Milestone 2: Tactics and strategy knowledge for swimming, athletics and outdoor and adventurous activities

Milestone 2

Swimming	Athletics	Outdoor and adventurous activities
<p>Choose the best shapes for floating</p> <p>Demonstrate an understanding of streamlining</p>	<p>Choose a sequence to combine jumps efficiently</p> <p>Make decisions about the best take-off leg</p> <p>Vary the pace to sustain running over a period of time.</p> <p>Make decisions on how to increase the height and distance of a throw</p>	<p>Choose the best pace for running between checkpoints.</p> <p>Choose the best methods of communicating with a partner</p> <p>Work out a strategy as a team</p>



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## Milestone 2: Personal and social, leadership and healthy lifestyle knowledge (in all disciplines)

### Milestone 2

Personal and social knowledge	Leadership knowledge	Healthy lifestyle knowledge
<p>Recognise and respond appropriately to a wide range of feelings in others.</p> <p>Encourage teammates when they are not successful or make a wrong decision.</p> <p>Congratulate an opponent on a good shot.</p> <p>Follow the etiquette of games, e.g. be quiet when another is taking a shot in golf.</p> <p>Make decisions on the order of play.</p> <p>Work cooperatively with a team.</p> <p>Work competitively against an opponent.</p> <p>Demonstrate cooperation and empathy while solving conflicts without teacher intervention.</p> <p>Demonstrate good sportsmanship.</p> <p>Listen respectfully to feedback from peers.</p> <p>Listen and respond respectfully to a wide range of people: peers, teachers and coaches.</p> <p>Feel confident to tell others their ideas and raise their own concerns.</p> <p>Recognise and care about other people's feelings and try to take into account the views of others.</p>	<p>Plan and deliver a warm-up.</p> <p>Give clear instructions.</p> <p>Make sure the area is safe.</p> <p>Explain rules.</p> <p>Keep score.</p> <p>Time games.</p> <p>Include everyone.</p> <p>Encourage others to join in.</p> <p>Contribute to team talks about strategies and tactics.</p> <p>Set up equipment.</p> <p>Give feedback to others on what they did well and how to improve.</p>	<p>Keep a diary of participation in physical activities outside PE lessons, e.g. before and after school, at home, at the park, with friends, with family.</p> <p>Describe how being physically active contributes to a healthy body.</p> <p>Engage actively in PE lessons without teacher prompting.</p> <p>Recognise the importance of a warm-up and cool-down.</p> <p>Recognise that different types of fitness are needed for different physical activities.</p> <p>Identify foods that are appropriate to eat before and after physical activity.</p> <p>Compare physical activities that bring confidence and challenge.</p> <p>Discuss the challenges involved in learning a new physical activity.</p> <p>Describe the positive social interactions that come from working with others during physical activity.</p> <p>Describe how demanding physical activity has an impact on the body, both physically and mentally.</p> <p>Recognise the importance of correct nutrition to replace the energy lost during physical activity.</p> <p>Recognise how identifying strengths while playing a game, and being proud of achievements, makes you feel good.</p>



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