



The Raleigh Primary School

End of Year Milestones

What must children achieve in PE in order to be ready for next year?

Reception:

Children can:

- Revise and refine the fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Year 1:

Games

Children can:

- Use hitting skills in a game.
- Practise basic striking, sending out receiving.
- Throw underarm and overarm.
- Catch and bounce a ball.
- Use rolling skills in a game.
- Practise accurate throwing and consistent catching.
- Pass the ball to another player in a game.
- Use different ways of travelling in different directions or pathways.
- Run at different speeds.
- Begin to use space in a game.
- Begin to use the terms attacking and defending.



- Use simple attacking and defending skills.
- Follow simple rules to play games.

Dance

Children can:

- Copy and repeat actions.
- Put a sequence of actions together to create a motif.
- Vary the speed of actions.
- Use simple choreographic devices.
- Begin to improvise independently to create a simple dance.
- To perform using a range of actions and body parts with some coordination.
- To watch and describe performances and begin to say how they could improve.

Gymnastics

Children can:

- create and perform a movement sequence.
- copy actions and movement sequences with a beginning, middle and end.
- link two actions to make a sequence.
- recognise and copy contrasting actions.
- travel in different ways, changing direction and speed.
- hold still shapes and simple balances.
- carry out simple stretches.
- carry out a range of simple jumps, landing safely.
- move around, under, over and through different objects and equipment.
- perform a range of rolls.

Year 2:

Games

Children can:

- To strike or hit a ball with increasing control.
- To learn skills for playing striking and fielding games.
- Position the body to strike a ball.
- To be able to throw different types of equipment in different ways, for accuracy and distance.
- Throw, catch and bounce a ball with a partner.
- Use throwing and catching skills in a game.
- Throw a ball for distance.



- Use hand-eye coordination to control a ball.
- Vary types of throws used.
- Pass the ball in different ways.
- Use different ways of travelling at different speeds and following different pathways, directions or courses.
- Change speed and direction whilst running.
- Begin to choose and use the best space in a game.
- To use at least one technique to attack or defend.
- To understand the importance of rules in games.

Dance

Children can:

- Copy, remember and repeat actions.
- Create a short motif inspired by a stimulus.
- Change the speed and level of their actions.
- Use simple choreographic devices such as unison, canon and mirroring.
- Use different transitions within a dance motif.
- Move in time to music.
- Improve the timing of their actions.
- To use the correct terminology for body parts involved in dance routines.
- To perform sequences of their own composition with coordination.
- Watch and describe performances, and use what they see to improve their own performance.
- Talk about the differences between their work and that of others.

Gymnastics

Children can:

- Copy, explore and remember actions and movements to create their own sequence.
- Link actions to make a sequence.
- Travel in a variety of ways, including rolling.
- Hold a still shape whilst balancing on different points of the body.
- Jump in a variety of ways and land with increasing control and balance.
- Climb onto and jump off the equipment safely.
- Move with increasing control and care.
- To hurdle step onto a springboard, straight jump and tuck jump off a springboard.

Year 3:

Games



Children know:

- how to play an invasion game fairly
- how to keep and win back possession of the ball in a team game.

Children can:

- Demonstrate successful hitting and striking skills.
- Develop a range of skills in striking (and fielding where appropriate).
- Practise the correct batting technique and use it in a game.
- Strike the ball for distance.
- Throw and catch with greater control and accuracy.
- Practise the correct technique for catching a ball and use it in a game.
- Perform a range of catching and gathering skills with control.
- Catch with increasing control and accuracy.
- Throw a ball in different ways (e.g. high, low, fast or slow).
- Develop a safe and effective overarm bowl.
- Know how to keep and win back possession of the ball in a team game.
- Find a useful space and get into it to support teammates
- Use simple attacking and defending skills in a game.
- Use fielding skills to stop a ball from travelling past them.
- Apply and follow rules fairly.
- Understand and begin to apply the basic principles of invasion games.
- Know how to play a striking and fielding game fairly.

Dance

Children know:

- how to improvise freely and translate ideas from a stimulus into movement
- that they can coordinate different body parts at the same time to create a dance.

Children can:

- Begin to improvise with a partner to create a simple dance.
- Create motifs from different stimuli.
- Begin to compare and adapt movements and motifs to create a larger sequence.
- Use simple dance vocabulary to compare and improve work.
- Perform with some awareness of rhythm and expression.
- Share and create phrases with a partner or small group
- Remember and repeat dance perform phrases
- Can understand that they can create shapes at different levels to ensure a varied routine.



- Can use everyday movements (running, jumping etc) to create dance moves.
- Develop the quality of the actions in their performances.
- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

Gymnastics

Children know:

- how to safely move equipment.
- how to safely land and finish skills.
- how to safely enter and exit group balances and what to do if the balance becomes unsafe.
- the difference between a leap and a jump.

Children can:

- Choose ideas to compose a movement sequence independently and with others.
- Link combinations of actions with increasing confidence, including changes of direction, speed or level.
- Develop the quality of their actions, shapes and balances.
- Move with coordination, control and care.
- Use turns whilst travelling in a variety of ways.
- Use a range of jumps in their sequences.
- Begin to use equipment to vault.
- Create interesting body shapes while holding balances with control and confidence.
- Begin to show flexibility in movements.
- Perform learnt skills and techniques with control and confidence.
- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

Athletics

Children know:

- how to run at fast, medium and slow speeds; changing speed and direction
- how to take part in a relay, remembering/known when to run and what to do
- how to increase the distance that a thrown object travels through effective technique

Children can:



- Identify and demonstrate how different techniques can affect their performance.
- Focus on their arm and leg action to improve their sprinting technique.
- Begin to combine running with jumping over hurdles.
- Focus on trail leg and lead leg action when running over hurdles.
- Understand the importance of adjusting running pace to suit the distance being run.
- Use one and two feet to take off and to land with.
- Develop an effective take-off for the standing long jump.
- Develop an effective flight phase for the standing long jump.
- Land safely and with control.
- Throw with greater control and accuracy.
- Show increasing control in their overarm throw.
- Perform a push throw.
- Continue to develop techniques to throw for increased distance.
- Compete against self and others in a controlled manner.

Year 4:

Games

Children know:

- how to vary tactics and adapt skills depending on what is happening in a game

Children can:

- Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
- Accurately serve underarm. Build a rally with a partner.
- Use at least two different shots in a game situation.
- Use hand-eye coordination to strike a moving and a stationary ball.
- Develop different ways of throwing and catching. Develop different ways of throwing and catching.
- Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
- Make the best use of space to pass and receive the ball.
- Use a range of attacking and defending skills and techniques in a game.
- Use fielding skills as an individual to prevent a player from scoring.
- Vary the tactics they use in a game.
- Adapt rules to alter games.

Dance



Children know:

- how to compose own dances in a creative way
- the impact of that increase poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence.
- the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.
- that dance can communicate feelings and narratives.
- state which aspects of own performance were particularly strong and which they could improve on.

Children can:

- Use varying number of styles of dance
- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose a dance that reflects the chosen dance style.
- Confidently improvise with a partner or on their own.
- Compose longer dance sequences in a small group.
- Demonstrate precision and some control in response to stimuli.
- Begin to vary dynamics and develop actions and motifs in response to stimuli.
- Demonstrate rhythm and spatial awareness.
- Change parts of a dance as a result of self-evaluation.
- Use simple dance vocabulary when comparing and improving work.
- Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music.
- Chooses appropriate style of dance/movements/sequencing as appropriate to the music
- Perform and create sequences with fluency and expression.
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- Modify their use of skills or techniques to achieve a better result.

Gymnastics

Children know:

- how to safely move equipment.
- how to safely land and finish skills.
- how to safely enter and exit group balances and what to do if the balance becomes unsafe.
- the differences between a leap and a jump.



Children can:

- Create a sequence of actions that fit a theme.
- Use an increasing range of actions, directions and levels in their sequences.
- Move with clarity, fluency and expression.
- Show changes of direction, speed and level during a performance.
- Travel in different ways, including using flight.
- Improve the placement and alignment of body parts in balances.
- Use equipment to vault in a variety of ways.
- Carry out balances, recognising the position of their centre of gravity and how this affects the balance.
- Begin to develop good technique when travelling, balancing and using equipment.
- Develop strength, technique and flexibility throughout performances.

Athletics

Children know:

- how to sprint over a short distance and understands that a sprint style can't be sustained over a long distance
- how to jump in different ways
- how to throw in different ways and hit a target (at appropriate distance), when needed

Children can:

- Confidently demonstrate an improved technique for sprinting.
- Carry out an effective sprint finish.
- Perform a relay, focusing on the baton changeover technique.
- Speed up and slow down smoothly.
- Learn how to combine a hop, step and jump to perform the standing triple jump.
- Land safely and with control.
- Begin to measure the distance jumped.
- Perform a pull throw.
- Measure the distance of their throws.
- Continue to develop techniques to throw for increased distance.
- Take part in a range of competitive games and activities.

Outdoor Adventurous Activities

Children can:

- Communicate clearly with other people in a team, and with other teams.



- Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.
- Begin to choose equipment that is appropriate for an activity.
- Communicate with others.

Swimming

Children can:

- swim competently, confidently, and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations.

Year 5:

Games

Children know:

- how to gain possession by working a team
- when to choose a specific tactic for defending and attacking
- a number of techniques to pass, dribble and shoot
- when to pass and when to dribble in a game

Children can:

- Use different techniques to hit a ball.
- Identify and apply techniques for hitting a tennis ball.
- Explore when different shots are best used.
- Develop a backhand technique and use it in a game.
- Practise techniques for all strokes.
- Play a tennis game using an overhead serve.
- Consolidate different ways of throwing and catching, and know when each is appropriate in a game.
- Pass a ball with speed and accuracy using appropriate techniques in a game situation.
- Keep and win back possession of the ball effectively in a team game.
- Demonstrate an increasing awareness of space.
- Choose the best tactics for attacking and defending.
- Shoot in a game.
- Use fielding skills as a team to prevent the opposition from scoring.
- Know when to pass and when to dribble in a game.
- Devise and adapt rules to create their own game.



Dance

Children know:

- how to compose own dances in a creative way, individually, with a partner and within a small group.
- the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space.
- the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.
- that dance can communicate an idea, as well as feelings and narratives.

Children can:

- state which aspects of own and others' performance were particularly strong and which they could improve on.
- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose individual, partner and group dances that reflect the chosen dance style.
- Show a change of pace and timing in their movements.
- Develop an awareness of their use of space.
- Demonstrate imagination and creativity in the movements they devise in response to stimuli.
- Use transitions to link motifs smoothly together.
- Improvise with confidence, still demonstrating fluency across the sequence.
- Ensure their actions fit the rhythm of the music.
- Modify parts of a sequence as a result of self and peer evaluation.
- Use more complex dance vocabulary to compare and improve work.
- Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece.
- Develop sequences in a specific style of dance.
- Choose own music and style
- Perform own longer, more complex sequences in time to music.
- Choose and use criteria to evaluate own and others' performances.
- Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Gymnastics

Children know:

- how to safely move equipment.



- the terms “progressions” and “preps” and why they are important in developing skills safely.
- a variety of preps for advance skills, such as walkovers and handsprings.
- how to safely land and finish skills.
- what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances.
- how to safely enter and exit group balances and what to do if the balance becomes unsafe.
- the difference between a leap and a jump.

Children can:

- Select ideas to compose specific sequences of movements, shapes and balances.
- Adapt their sequences to fit new criteria or suggestions.
- Perform jumps, shapes and balances fluently and with control.
- Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- Confidently use equipment to vault in a variety of ways.
- Apply skills and techniques consistently.
- Develop strength, technique and flexibility throughout performances.
- Combine equipment with movement to create sequences.
- Consistently perform and apply skills and techniques with accuracy and control.
- Choose and use criteria to evaluate own and others’ performances.
- Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Athletics

Children know:

- how to show control when taking off and landing
- how to throw with increasing accuracy
- how to combine running and jumping in the context of a triple jump.

Children can:

- Accelerate from a variety of starting positions and select their preferred position.
- Identify their reaction times when performing a sprint start.
- Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.
- Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.
- Identify and demonstrate stamina, explaining its importance for runners.



- Improve techniques for jumping for distance.
- Perform an effective standing long jump.
- Perform the standing triple jump with increased confidence.
- Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- Land safely and with control.
- Measure the distance and height jumped with accuracy.
- Investigate different jumping.
- Perform a fling throw.
- Throw a variety of implements using a range of throwing techniques.
- Measure and record the distance of their throws.
- Continue to develop techniques to throw for increased distance.
- Take part in competitive games with a strong understanding of tactics and composition.

Outdoor Adventurous Activities

Children know:

- how to follow a map in a familiar context
- how to follow a route within a time limit

Children can:

- Orientate themselves with increasing confidence and accuracy around a short trail.
- Use clear communication to effectively complete a particular role in a team.
- Complete orienteering activities both as part of a team and independently.
- Try a range of equipment for creating and completing an activity.
- Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.
- Communicate clearly with others. Work as part of a team.
- Begin to use a map to complete an orienteering course.

Year 6:

Games

Children know:

- how to gain possession by working a team
- when to choose a specific tactic for defending and attacking
- a number of techniques to pass, dribble and shoot



- when to pass and when to dribble in a game

Children can:

- Hit a bowled ball over longer distances.
- Use good hand-eye coordination to be able to direct a ball when striking or hitting.
- Understand how to serve in order to start a game.
- Throw and catch accurately and successfully under pressure in a game.
- Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g.
 - passing and receiving the ball on the move.
- Keep and win back possession of the ball effectively and in a variety of ways in a team game.
- Demonstrate a good awareness of space.
- Think ahead and create a plan of attack or defence.
- Apply knowledge of skills for attacking and defending.
- Work as a team to develop fielding strategies to prevent the opposition from scoring.
- Follow and create complicated rules to play a game successfully.
- Communicate plans to others during a game.
- Lead others during a game.

Dance

Children can:

- know how to develop sequences in a specific style
- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose individual, partner and group dances that reflect the chosen dance style.
- Use dramatic expression in dance movements and motifs.
- Perform with confidence, using a range of movement patterns.
- Demonstrate strong and controlled movements throughout a dance sequence.
- Combine flexibility, techniques and movements to create a fluent sequence.
- Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.
- Show a change of pace and timing in their movements.
- Move rhythmically and accurately in dance sequences.
- Improvise with confidence, still demonstrating fluency across their sequence.
- Dance with fluency and control, linking all movements and ensuring that transitions flow.
- Demonstrate consistent precision when performing dance sequences.
- Modify some elements of a sequence as a result of self and peer evaluation.



- Use complex dance vocabulary to compare and improve work.
- Link actions to create a complex sequence using a full range of movement.
- Perform the sequence in time to music
- Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Gymnastics

Children can:

- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
- Confidently use equipment to vault and incorporate this into sequences.
- Apply skills and techniques consistently, showing precision and control.
- Develop strength, technique and flexibility throughout performances.
- Perform and apply a variety of skills and techniques confidently, consistently and with precision.
- Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Athletics

Children know:

- know how to demonstrate stamina and increase strength

Children can:

- Recap, practise and refine an effective sprinting technique, including reaction time.
- Build up speed quickly for a sprint finish.
- Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
- Accelerate to pass other competitors.
- Work as a team to competitively perform a relay.
- Confidently and independently select the most appropriate pace for different distances and different parts of the run.
- Demonstrate endurance and stamina over longer distances in order to maintain a sustained run
- Develop the technique for the standing vertical jump.
- Maintain control at each of the different stages of the triple jump.
- Land safely and with control.
- Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
- Perform and apply different types of jumps in other contexts.



- Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
- Perform a heave throw.
- Measure and record the distance of their throws.
- Continue to develop techniques to throw for increased distance and support others in improving their personal best.
- Develop and refine techniques to throw for accuracy.
- Take part in competitive games with a strong understanding of tactics and composition.

Outdoor Adventurous Activities

Children know:

- how to design a map for others to follow in a familiar context
- the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit

Children can:

- Orienteer themselves with accuracy around a short trail.
- Create a short trail for others with a physical challenge.
- Start to recognise features of an orienteering course.
- Use clear communication to effectively complete a particular role in a team.
- Compete in orienteering activities both as part of a team and independently.
- Use a range of map styles and make an informed decision on the most effective
- Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow.
- Identify the quickest route to accurately navigate an orienteering course.
- Communicate clearly and effectively with others. Work effectively as part of a team.
- Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.