



Introduction

Milestones are designed to provide focus for progression points throughout a child’s journey through the school. Early Years Foundation Stage is also included in this document to highlight the links between Early Years and the National Curriculum. For Years 1 to 6, teachers refer to the [National Curriculum](#) at all planning stages.

Milestones overview: Early Years Foundation Stage

There are separate plans for EYFS which outline the topics covered and highlight cross-curricular links (including within the National Curriculum). Below is an explanation of how the subject links with the Areas of Learning in EYFS.

Milestones overview: Years 1 to 6 (National Curriculum)

We follow the National Curriculum. Using the National Curriculum as our core document, we have created milestone objectives for Key Stage 1 (KS1), Lower Key Stage 2 (KS2) and Upper Key Stage 2 (KS2) based on our own curriculum needs, desired assessment outcomes and research from a range of sources.

Area of Learning: Physical Development	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, <i>paint and make marks</i>. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
Reception (4/5 y/o)	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • 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 outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.
End of Reception: ELG – Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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Area of Learning: Expressive Arts and Design	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings.
Reception (4/5 y/o)	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.
End of Reception: ELG - Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Area of Learning: Personal, Social and Emotional Development		
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. 	
Reception (4/5 y/o)	<ul style="list-style-type: none"> Manage their own needs: personal hygiene Know and talk about the different factors that support overall health and wellbeing: regular physical activity 	
End of Reception: ELG	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.
	Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others.

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Motor Competence: General	
KS1	<p>KS1 Physical Education National Curriculum</p> <ul style="list-style-type: none">• Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none">a) Show balance and coordination when running at different speeds.b) Link running and jumping movements (including hopping) with some control and balance.c) Throw a ball underarm and overarm.d) Perform actions with increased control when co-ordinating their body with and without equipment.
LKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none">• Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.• Use running, jumping, throwing and catching in isolation and in combination.• Develop flexibility, strength, technique, control and balance. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none">a) Show balance, coordination and technique when running at different speeds, stopping and changing direction with control.b) Link running, hopping and jumping actions using different take-offs and landing.c) Jump for distance and height with an awareness of technique.d) Throw with some accuracy and power towards a target area.e) Demonstrate balance when performing other fundamental skills.
UKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none">• Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.• Use running, jumping, throwing and catching in isolation and in combination.• Develop flexibility, strength, technique, control and balance. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none">a) Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.b) Show control at take-off and landing in more complex jumping activities.c) Perform jumps for height and distance using good technique.d) Show accuracy, technique and power when throwing for distance.e) Show fluency and control when travelling, landing, stopping and changing direction.

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Motor Competence: Games	
KS1	<p>KS1 Physical Education National Curriculum</p> <ul style="list-style-type: none"> • Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Dribble/control a ball with some control (often with two hands or with time taken to control the ball with feet). b) Throw and roll towards a target using varying techniques with some success. c) Catch an object passed to them, with and without a bounce. d) Move to track a ball and stop it using feet with some success. e) Strike a ball with some control and accuracy.
LKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • Use running, jumping, throwing and catching in isolation and in combination. • Develop flexibility, strength, technique, control and balance. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Dribble/control a ball with some control. b) Use a variety of throwing techniques. c) Catch a ball with increasing success. d) Receive a ball with increasing control and some success. e) Strike a ball with increasing control, accuracy and technique.
UKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • Use running, jumping, throwing and catching in isolation and in combination. • Develop flexibility, strength, technique, control and balance. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Use a variety of dribbling techniques, including to change the direction of play with control and including under pressure. b) Use a variety of throwing techniques with age-appropriate control, precision and accuracy. c) Receive a ball with control. d) Catch and intercept a ball with increasing success, including within in game situations. e) Strike a ball with control, accuracy and technique, including under pressure in game situations.

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Motor Competence: Dance	
KS1	<p>KS1 Physical Education National Curriculum</p> <ul style="list-style-type: none"> • Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • Perform dances using simple movement patterns. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Copy, remember and repeat a series of actions. b) Use pathways, levels, shapes, directions, speeds and timing with guidance. c) Use mirroring and unison when completing actions with a partner. d) Use counts with help to stay in time with the music.
LKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • Perform dances using a range of movement patterns. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Copy, remember and adapt set choreography. b) Match dynamic and expressive qualities to a range of ideas. c) Use counts when choreographing short sequences.
UKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • Perform dances using a range of movement patterns. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Perform dances confidently and fluently with accuracy and timing. b) Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. c) Use counts when choreographing and performing to improve the quality of work. d) Improvise and combine dynamics demonstrating an awareness of the impact on performance.

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Motor Competence: Gymnastics	
KS1	<p>KS1 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Demonstrate poses and movements that challenge flexibility. Copy, remember, repeat, plan and link simple actions with some control and technique.
LKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Complete balances with increasing stability, control and technique. Demonstrate increasing strength, control and technique when taking own and others' weight. Demonstrate increasing flexibility and extension through actions. Plan and perform sequences (both on and off apparatus), showing control and technique.
UKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Combine and perform more complex balances with control, technique and fluency. Use strength to improve the quality of an action and the range of actions available. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions, including a wide range of skills.

Motor Competence: Swimming	
<p>At our school, swimming is taught in Year 3, with follow up opportunities in subsequent years for pupils who do not meet the expected standard.</p>	
	<p>Physical Education National Curriculum: Swimming</p> <ul style="list-style-type: none"> All schools must provide swimming instruction either in key stage 1 or key stage 2. Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Confidently and consistently retrieve an object from the floor with the same breath. Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

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- c) Demonstrate technique in swimming, consistently co-ordinating the correct body parts in a range of strokes.
- d) Combine gliding and transitioning into an appropriate stroke with good control.
- e) Float on front and back using different shapes with increased control.
- f) Comfortably demonstrate sculling headfirst, feet first and treading water.

The following expectations are also referred to in the PE and Sports Premium Grant documentation:

- g) Swim competently, confidently and proficiently over a distance of at least 25 metres.
- h) Use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke].
- i) Perform safe self-rescue in different water-based situations.

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Rules, Strategies and Tactics	
KS1	<p>KS1 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Participate in team games, developing simple tactics for attacking and defending. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Participate in team games, following simple instructions for attacking and defending (following rules). Encourage others to keep trying. Work with a partner and small group to play games and solve challenges. Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
LKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should enjoy communicating, collaborating and competing. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Apply basic principles suitable for attacking and defending for key sports as well as general games. Encourage and motivate others to work to their personal best. Work with others to self-manage games. Make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
UKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should enjoy communicating, collaborating and competing. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Apply appropriate principles suitable for attacking and defending effectively and to an age-appropriate skill level. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. Select and apply appropriate skills for the situation when under pressure.

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Healthy and Resilient Participation (inc. OAA)	
KS1	<p>KS1 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupil should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Participate in team games. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Follow individual instructions accurately. Follow instructions from a peer and give simple instructions. Try different ideas to solve a task. Follow and create a simple diagram/map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.
LKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupil should enjoy communicating, collaborating and competing. Take part in outdoor and adventurous activity challenges both individually and within a team. Become physically confident in a way which supports their health and fitness. Pupils are physically active for sustained periods of time. Lead healthy, active lives. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.
UKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupil should enjoy communicating, collaborating and competing. Take part in outdoor and adventurous activity challenges both individually and within a team. Become physically confident in a way which supports their health and fitness. Pupils are physically active for sustained periods of time. Lead healthy, active lives. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Use clear communication when working in a group and taking on different roles. Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course. Explain why a particular strategy worked and alter methods to improve.

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Evaluation	
KS1	<p>KS1 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should be able to engage in competitive (both against self and against others). <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Show determination to continue working over a longer period. Show determination to complete challenges and tasks set. Provide feedback, beginning to use key words and objectives from the lesson/s. Talk to a partner about their ideas and take turns to listen to each other.
LKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Understand what their best looks like and that they can work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. Provide feedback using key terminology.
UKS2	<p>KS2 Physical Education National Curriculum</p> <ul style="list-style-type: none"> Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own and others' success, suggesting improvements. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Compare their performances and the performances of others with previous ones and demonstrate improvement to achieve their personal best or suggest how they might achieve this. Understand what maximum effort looks and feels like and show determination to achieve it. Compete within the rules showing fair play and honesty when playing independently and within a team. Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.

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