



Milestones for Continuous Provision/Medium Term Plans

Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Walk a balance bike. Pedal a tricycle. Use feet to scoot a balance bike and maintain balance. Turn corners on a scooter, tricycle or balance bike. Can stop a scooter, tricycle or balance bike when required. Maneuver around obstacles on a scooter, tricycle or balance bike. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Push, rolls and bounce a large ball. Throw a large ball up in the air, overhand and underhand. Move a large ball with their feet. Kick a static ball. Catch a large ball between extended arms. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Enjoys exploring different ways of moving. Use large muscle movements to wave flags & streamers Stops or attempts to avoid obstacles when running. Skip, hop, stand on one leg & hold a pose for a game like musical statues. Jump off a low object with both feet off the ground. Jump over a small stationery object Jump forward, taking off and landing on 2 feet. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Stand on tiptoes Walk along a chalk line Walk and crawl along a low, wide balance beam or plank. Climb up stairs, steps & move across equipment using alternate feet. Explore and use climbing equipment, with some adult support. Stand on one foot for a short period of time shifting body weight to improve stability. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Follow simple instructions given by and adult or peer as part of a game. Work collaboratively to move large outdoor equipment with the support of an adult. Start to make up their own physical games. Choose the right resources to carry out their own plan.



<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Pedal/scoot and maintain balance while manoeuvring around obstacles. • Control the speed of wheeled toys. • Maintain a safe distance from other riders. <p><i>2 wheeled bikes</i></p> <ul style="list-style-type: none"> • Pedal and maintain balance for a few metres on a flat or down hill surface. • Can stop the bike using brakes. • Pedal and maintain balance for an extended time. <p>Pedal and maintain balance on a 2 wheeled bike around obstacles.</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Throw and kick a ball with increased accuracy. • Hit a large target from 5 steps away with a tennis ball. • Catch a large ball by bringing hands in towards chest. • Bounce and catch a large ball . • Kick a ball that is rolled to them from a distance. • Begin to use kicking, throwing and catching skills in simple team games. • Hit a ball or beanbag with a bat. <p>Develop confidence, competence, precision & accuracy with activities that involve a ball</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding. • Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. • Hop on one foot 3 to 5 times. • Jump and turn in the air. • Hop on alternate feet. • Combine movements to create sequences of movement. <p>Develop overall body strength, coordination, balance & agility</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Hold a controlled static balance on one leg • Walk down steps, using alternate feet. • Walk along a low narrow balance beam • Move confidently in different ways on climbing apparatus. <p>Move confidently on balancing and climbing equipment setting themselves physical challenges.</p>	<p>Children in reception will:</p> <ul style="list-style-type: none"> • Work collaboratively to move equipment with increasing in • Work with friends in a team – taking turns effectively. <p>Collaborate with others to devise team games and manage resources.</p>
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	Dance	Fundamental Movement Skills (FMS)	Games	Body Management	Outdoor and Adventurous Activities (OAA)	Social, Emotional, Thinking (SET)
Y1	<ul style="list-style-type: none"> Copy, remember and repeat actions. Choose actions for an idea Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts. 	<ul style="list-style-type: none"> Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when 	<ul style="list-style-type: none"> Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction 	<ul style="list-style-type: none"> Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> Follow instructions Begin to work with a partner and a small group Understand the rules of the game and suggest ideas to solve simple tasks. Copy a simple diagram/map. Identify own and others' success. 	<ul style="list-style-type: none"> Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges. Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others.



		<p>changing direction.</p> <ul style="list-style-type: none"> Use co-ordination with and without equipment. 	<p>with some balance and control.</p> <ul style="list-style-type: none"> Recognise space in relation to others. Begin to use simple tactics with guidance. 			<ul style="list-style-type: none"> Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.
<p>Y2</p>	<ul style="list-style-type: none"> Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. 	<ul style="list-style-type: none"> Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. 	<ul style="list-style-type: none"> Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. 	<ul 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. Show increased awareness of extension and flexibility in actions 	<ul style="list-style-type: none"> Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple diagram/map. Understand when a challenge is 	<ul style="list-style-type: none"> Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges. Show determination to continue working over a longer period of time. Determined to



	<ul style="list-style-type: none">• Use mirroring and unison when completing actions with a partner.• Show a character through actions, dynamics and expression.• Use counts with help to stay in time with the music.	<ul style="list-style-type: none">• Change technique to throw for distance.• Show control and balance when travelling at different speeds.• Demonstrates balance and co-ordination when changing direction.• Perform actions with increased control when co-ordinating their body with and without equipment.	<ul style="list-style-type: none">• Catch an object passed to them, with and without a bounce• Move to track a ball and stop it using feet with limited success.• Strike a ball using a racket.• Run, stop and change direction with balance and control.• Move to space to help score goals or limit others scoring.• Use simple tactics.	<ul style="list-style-type: none">• Copy, remember, repeat and plan linking simple actions with some control and technique	<p>solved successfully and begin to suggest simple ways to improve.</p>	<p>complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others.</p> <ul style="list-style-type: none">• Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.
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<p>Y3</p>	<ul style="list-style-type: none"> • Copy remember and perform a dance phrase. • Create short dance phrases that communicate an idea. • Use canon, unison and formation to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Use counts to keep in time with a partner and group. 	<ul style="list-style-type: none"> • Show balance, coordination and technique when running at different speeds, stopping with control. • Link running, hopping and jumping actions using different take offs and landing. • Jump for distance and height with an awareness of technique. • Throw a variety of objects, changing action for accuracy and distance. • Demonstrate balance when performing other fundamental skills. • Show balance when changing direction in combination with other skills. 	<ul style="list-style-type: none"> • Dribble the ball with one hand with some control in game situations. • Dribble a ball with feet with some control in game situations. • Use a variety of throwing techniques in game situations. • Kick towards a partner in game situations. • Catch a ball passed to them using one and two hands with some success • Receive a ball sent to them using different parts of the foot • Strike a ball with varying techniques. • Change direction with increasing speed in game situations. • Use space with some success in game situations. • Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> • Complete balances with increasing stability, control and technique. • Demonstrate some strength and control when taking weight on different body parts for longer periods of time. • Demonstrate increased flexibility and extension in their actions. • Choose actions that flow well into one another both on and off apparatus. 	<ul style="list-style-type: none"> • Follow instructions from a peer and give simple instructions. • Work collaboratively with a partner and a small group, listening to and accepting others' ideas. • Plan and attempt to apply strategies to solve problems. • Orientate and follow a diagram/map. • Reflect on when and why challenges are solved successfully and use others' success to help them to improve. 	<ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self manage games. • Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. • Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.
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		<ul style="list-style-type: none"> • Can co-ordinate their bodies with increased consistency in a variety of activities. 				
Y4	<ul style="list-style-type: none"> • Copy, remember and adapt set choreography • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases. 	<ul style="list-style-type: none"> • Demonstrate how and when to speed up and slow down when running. • Link hopping and jumping actions with some control. • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area • Demonstrate good balance when performing other fundamental skills. • Show balance when changing direction at speed in combination with other skills. 	<ul style="list-style-type: none"> • Link dribbling the ball with other actions with increasing control. • Change direction when dribbling with feet with some control in game situations • Use a variety of throwing techniques with increasing success in game situations. • Kick with increasing success in game situations. • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball using different parts of the foot under pressure • Strike a ball using varying techniques with increasing accuracy. 	<ul style="list-style-type: none"> • Use body tension to perform balances both individually and with a partner • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions. • Plan and perform sequences showing control and technique with and without a partner. 	<ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • 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. 	<ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self manage games. • Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. • Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and



		<ul style="list-style-type: none"> • Begin to co-ordinate their body at speed in response to a task. 	<ul style="list-style-type: none"> • Change direction to lose an opponent with some success • Create and use space with some success in game situations. • Use simple tactics to help their team score or gain possession. 			<p>where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.</p>
Y5	<ul style="list-style-type: none"> • Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. • Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. • Confidently perform choosing appropriate dynamics to 	<ul style="list-style-type: none"> • Run at the appropriate speed over longer distances or for longer periods of time. • Show control at take-off and landing in more complex jumping activities. • Perform a range of more complex jumps showing some technique. • Show accuracy and power when throwing for distance. • Demonstrate good balance and control when 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with some control under pressure. • Dribble with feet with some control under increasing pressure. • Use a variety of throwing techniques with some control under increasing pressure. • Use a variety of kicking techniques with some control under increasing pressure. • Catch and intercept a ball using one and 	<ul style="list-style-type: none"> • Show increasing control and balance when moving from one balance to another. • Use strength to improve the quality of an action and the range of actions available. • Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. • Create and perform more complex 	<ul style="list-style-type: none"> • Use clear communication when working in a group and taking on different roles. • Begin to lead others, providing clear instructions • Plan and apply strategies with others to more complex challenges. • Orientate a map confidently using it to navigate around a course. • Explain why a particular strategy worked and alter methods to improve 	<ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. • Understand what maximum effort looks and feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best.



	<p>represent an idea.</p> <ul style="list-style-type: none">• Use counts accurately when choreographing to perform in time with others and the music.	<p>performing other fundamental skills.</p> <ul style="list-style-type: none">• Demonstrate improved body posture and speed when changing direction.• Can co-ordinate a range of body parts at increased speed.	<p>two hands with some success in game situations.</p> <ul style="list-style-type: none">• Receive a ball using different parts of the foot under pressure with increasing control.• Strike a ball using a wider range of skills. Apply these with some success under pressure.• Use a variety of techniques to change direction to lose an opponent.• Create and use space for self and others with some success.• Understand the need for tactics and can identify when to use them in different situations	<p>sequences of actions with a good level of quality, control and technique with and without a partner</p>		<ul style="list-style-type: none">• Compete within the rules showing fair play and honesty when playing independently.• Confident to attempt tasks and challenges outside of their comfort zone.• Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.• Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.• Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
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						<ul style="list-style-type: none"> Select and apply appropriate skills for the situation when under pressure.
Y6	<ul style="list-style-type: none"> Perform dances confidently and fluently with accuracy and good timing. 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. Improvise and combine dynamics demonstrating an awareness of the impact 	<ul style="list-style-type: none"> Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure Use a variety of throwing techniques including fake passes to outwit an opponent Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success 	<ul style="list-style-type: none"> Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. 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 	<ul style="list-style-type: none"> Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. 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. Accurately reflect on when challenges are solved successfully and suggest well 	<ul style="list-style-type: none"> Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty



	<p>on performance.</p> <ul style="list-style-type: none">• Use counts when choreographing and performing to improve the quality of work.	<p>changing direction.</p> <ul style="list-style-type: none">• Change direction with a fluent action and can transition smoothly between varying speeds.	<p>in game situations.</p> <ul style="list-style-type: none">• Receive a ball with consideration to the next move.• Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.• Confidently change direction to successfully outwit an opponent.• Effectively create and use space for self and others to outwit an opponent.• Work collaboratively to create tactics within their team and evaluate the effectiveness of these.	<p>actions including a wide range of skills.</p>	<p>thought out improvements.</p>	<p>when playing independently.</p> <ul style="list-style-type: none">• Confident to attempt tasks and challenges outside of their comfort zone.• Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.• Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.• Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.• Select and apply appropriate skills for
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						the situation when under pressure.
<p>Y7 -</p> <p>Build on and embed the physical development and skills learned in KS 1&2.</p> <p>Understand what makes performance effective and apply these principles.</p> <p>Develop confidence to become involved in sports and activities</p>	<ul style="list-style-type: none"> Develop their technique and improve their performance. Perform dances using advanced dance techniques within a range of dance styles and forms Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> Throughout Key Stage 3 students gain confidence in applying more advanced skills, showing accurate technique and consistency within both isolated drills and competitive situations. Students will further develop an ability to evaluate and assess movements and sequences to produce refined outcomes. Leadership opportunities are facilitated to improve communication skills, teamwork, organisational skills and confidence. Students will be expected to lead warm-ups and some sports related drills as well as score and officiate within a range of different activities. 			<ul style="list-style-type: none"> Take part in outdoor and adventurous activities, which present mental and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. 	



outside of school.					
Swimming	<ul style="list-style-type: none"> • Beginners - Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance in the water. • Glide on front and back over short distances. • Float on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position. 	<ul style="list-style-type: none"> • Developers - Confidently and consistently retrieve an object from the floor with the same breath • Begin to co-ordinate breath in time with basic strokes showing some consistency in timing • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. • Comfortably demonstrate sculling head first, feet first and treading water. 	<ul style="list-style-type: none"> • Intermediate – • Confidently combine skills to retrieve an object from greater depth. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning into an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating 		



			<p>good technique and control.</p> <ul style="list-style-type: none">• Select and apply the appropriate survival technique to the situation.
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