

Milestones**Physical Education – Year 5**

By the end of the year, pupils who have experienced the elements of the milestones will have a 'basic' understanding and level of skill. The majority will have an 'expected' understanding and level of skill. Whilst some will have a 'deep' understanding, knowledge and level of skill.

Dance	Basic:	Expected:	Deep:
Health and Fitness			
Know and understand the reasons for warming up and cooling down.			
Carry out warm-ups and cool-downs safely and effectively.			
Explain why exercise is good for health and fitness.			
Dance Skills			
Identify and repeat the movement patterns and actions of a chosen dance style.			
Compose individual, partner and group dances that reflect a chosen dance style.			
Show a change of pace and timing in movements.			
Develop an awareness of their use of space.			
Demonstrate imagination and creativity in their movements in response to a stimuli.			
Improvise with confidence, maintaining fluency			
Ensure that movements 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			
Create and perform more complex sequences in time to music.			
Consistently perform and apply skills with accuracy and control.			
Begin to vary and modify movements to convey mood changes.			
Evaluate			
Choose and use criteria to evaluate their own and others' performances.			
Explain why they have chosen and used particular skills or techniques and discuss the effect they have had on their performance.			

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Gymnastics	Basic:	Expected:	Deep:
Health and Fitness			
Know and understand the reasons for warming up and cooling down.			
Carry out warm-ups and cool-downs safely and effectively.			
Explain why exercise is good for health and fitness.			
Acquiring and Developing Skills in Gymnastics			
Practise and perform the Key Elements of gymnastics.			
Adapt sequences to fit new criteria or suggestions.			
Perform all actions fluently and with control.			
Confidently develop the placement of body parts in balances, recognising centre of gravity.			
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.			
KEY ELEMENTS – Rolling.... Improved rolls in different ways with fluency, control and tension:			
All previous rolls taught.			
Forward roll from standing			
Tucked Backward Roll from squat to knees.			
Tucked backward roll from standing to standing.			
KEY ELEMENTS – Jumping and Vaulting.... improved jumps in different ways with fluency, control and tension:			
Straight Jump			
Star Jump			
Tuck Jump			
Half Turn Jump			
Straddle Jump			

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Gymnastics	Basic:	Expected:	Deep:
Pike Jump			
Straight jump Full-turn			
Stag leap			
Split leap			
Hurdle step - 1 foot to 2 feet to 2 feet onto springboard.			
Squat jump onto vault from springboard.			
Straight, Star, Tuck and Pike Jump off vault			
Squat through vault			
KEY ELEMENTS – Balancing..... Improved Balance in different ways with fluency, control and tension:			
1,2,3 and 4 point balances, using more challenging combinations.			
Balance in a variety of shapes.			
Front and back support.			
Maintain balance on a balance beam.			
Balance on or against varying levels of apparatus and as part of a sequence.			
Part body weight partner balance.			
Link balances within individual and partner sequences.			
KEY ELEMENTS – Travelling..... Improved Travel in different ways with fluency, control and tension:			
Tiptoe, step, jump and hop All: forwards, backwards, sideways and whilst turning.			
Change direction whilst travelling.			
Travel at different levels on and off apparatus.			
Use the following ways of travelling with fluency: Skipping Gallop Chassis steps Pivot			

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Gymnastics	Basic:	Expected:	Deep:
Leaps – Split leap and cat leap			
Travel forwards and sideways and backwards along mid-level apparatus.			
KEY ELEMENTS – Weight on hands..... Improving weight on hands in different ways as individual movements and showing control and tension:			
T-lever and rotate down to floor and up again.			
Lunge and scissor kick up. With or without support.			
Lunge into handstand.			
Lunge into cartwheel.			
Performance			
Create, practise and perform a sequence of eight of the key elements of gymnastics individually and with others in a small group.			
Adapt the sequence to incorporate apparatus. Develop the quality and accuracy of the actions and performance.			
Begin to record and evaluate their own performances.			

Swimming	Basic:	Expected:	Deep:
Health and Fitness			
Describe how the body reacts at different times and how this affects performance.			
Explain why exercise is good for your health.			
Know some reasons for warming up and cooling down.			
Know the reasons for showering before and after entering the pool.			
Swimming Distance & Stroke			
Can swim competently, confidently and proficiently over a distance of at least 25 metres.			
Use a range of strokes effectively (front crawl).			
Use a range of strokes effectively (breaststroke).			
Use a range of strokes effectively (backstroke).			
Rescue			
Perform self-rescue in different water-based situations.			

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OAA	Basic:	Expected:	Deep:
Health and Fitness			
Know and understand the reasons for warming up and cooling down.			
Explain some safety principles when preparing for and during exercise.			
Trails			
Start to orientate themselves with increasing confidence and accuracy around an orienteering course.			
Design an orienteering course that can be followed and offers some challenge to others.			
Begin to use navigation equipment to orientate around a trail.			
Problem-Solving			
Use a clear communication to effectively complete a particular role in a team.			
Complete orienteering activities both as part of a team and independently.			
Identify a key on a map and begin to use the information in activities.			
Preparation and Organisation			
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.			
Communication			
Communicate clearly and effectively with others.			
Work effectively as part of a team.			
Successfully use a map to complete and orienteering course.			
Begin to use a compass for navigation.			
Compete & Perform			
Complete an orienteering course of multiple occasions, in a quicker time due to improves technique.			
Offer a detailed and effective evaluation of both personal performances and activities.			
Improve a trail to increase the challenge of the course.			
Evaluate			
Choose and use criteria to evaluate own and others' performances.			

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Games	Basic:	Expected:	Deep:
Health and Fitness			
Know and understand the reasons for warming up and cooling down.			
Explain some safety principles when preparing for and during exercise.			
Striking and Hitting a ball			
Use different techniques and different equipment to hit a ball.			
Explore when different shots are best used.			
Practise techniques for all strokes.			
Play a game involving striking or hitting a ball with increased accuracy.			
Throwing and catching			
Consolidate different ways of throwing and catching, and know when each is appropriate in a game.			
Travelling with a ball			
Use a variety of ways to dribble in a game with success.			
Use ball skills in various ways, and begin to link together.			
Passing a ball			
Pass a ball with speed and accuracy using appropriate techniques in a game situation.			
Possession			
Keep and win back possession of the ball effectively in a team game.			
Using Space			
Demonstrate an increasing awareness of space.			
Attacking and Defending			
Choose the best tactics for attacking and defending.			
Shoot in a game.			
Use fielding skills as a team to prevent the opposition from scoring.			
Tactics and Rules			
Know when to pass and when to dribble in a game.			

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Games	Basic:	Expected:	Deep:
Devise and adapt rules to create their own game.			
Compete/Perform			
Consistently perform and apply skills and techniques with accuracy and control.			
Take part in competitive games with a strong understanding of tactics and composition.			
Evaluate			
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	Basic:	Expected:	Deep:
Health and Fitness			
Know and understand the reasons for warming up and cooling down.			
Explain some safety principles when preparing for and during exercise.			
Running			
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.			
Jumping			
Improve techniques for jumping for distance.			
Perform an effective standing long jump.			
Perform the standing triple jump with increased confidence.			

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Athletics	Basic:	Expected:	Deep:
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 techniques.			
Throwing			
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.			
Compete/Perform			
Consistently perform and apply skills and techniques with accuracy and control.			
Take part in competitive games with a strong understanding of tactics and composition.			
Evaluate			
Choose and use criteria to evaluate own and others' performance.			
Explain why they have used particular skills or techniques, and the effect they have had on their performance.			