



Chris Quigley Progression Documents (Milestones)

Movement content is the cornerstone of physical education. It includes the fundamental movement knowledge of stability, locomotion and object control, progressing to specialised skills like games, gymnastics and dance.

- Stability – involves the body balancing either in one place (static) or while in motion (dynamic).
- Locomotion – involves the body balancing either in any direction from one point to another. Examples include walking, running, jumping, skipping, crawling, galloping, hopping, leaping, climbing.
- Object control – involves manipulating and controlling objects with the hand, foot or an implement (stick, bat or racket).

Examples include forehand drive in tennis, putt in golf, strike in rounders, push pass in hockey. (Manipulating objects with an implement is more difficult than manipulating with body parts).

All movements maybe adapted in the following ways:

- What the body can do (body): different movements (jumping, skipping, rolling, waving, nodding).
- How the body can move (effort): time (fast, slow, medium); effort (strong, light, firm, soft) and flow (e.g. jerkily, smoothly).
- Where the body can move (space): levels (high, medium, low); directions (forwards, backwards, sideways) and pathways (e.g. curved, straight zig zag).
- With whom or what the body moves (relationships): with objects (in front of, behind, beside, under, over, through) or with others (e.g. in front of, behind, beside, following, leading, meeting/parting, in unison, in canon).

Two factors can determine students' success in movement: strength and automatic use of fundamental movement knowledge. Without these, students will not be able to progress in physical education.



Movement

	Games	Gymnastics	Dance	Swimming	Athletics	Outdoor and Adventurous Activities
Milestone 1	<p>Perform locomotion skills (running, jumping, hopping, skipping etc.) using a mature pattern.</p> <p>Change direction.</p> <p>Throw underarm in a mature pattern.</p> <p>Catch a large ball without cradling/trapping it against the body.</p> <p>Dribble a ball with hands or feet, while moving slowly in their own space.</p> <p>Perform locomotion skills (running, jumping, hopping skipping etc.) using a mature pattern.</p> <p>Throw underarm in a mature pattern.</p> <p>Develop an overarm throw.</p> <p>Catch a large ball without cradling or trapping it against the body.</p>	<p>Copy and remember actions.</p> <p>Travel in a variety of ways (walking, running, hopping).</p> <p>Balance on a variety of large and small body parts (back, tummy, hands and feet).</p> <p>Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll.</p> <p>Link movements together into short sequence using floor and apparatus.</p> <p>Remember, repeat and to be able to refine movements in a sequence.</p> <p>Climb safely on equipment.</p>	<p>Perform a range of actions with control and co-ordination.</p> <p>Respond with different ways of moving to a variety of stimuli e.g. music, song or a book.</p> <p>Link actions to perform short dances.</p> <p>Repeat and remember simple movement patterns.</p> <p>Demonstrate stillness in a range of shapes.</p> <p>Explore actions that express ideas for a dance.</p> <p>Use a prop such as scarf to experiment with moving.</p>	<p>Enter and exit a pool safely using a jump.</p> <p>Move around a pool, walking, hopping etc.</p> <p>Touch the bottom of the pool with different body parts.</p> <p>Push and glide from the side holding a float with face in the water, showing an understanding of streamlining.</p> <p>Float in different shapes.</p> <p>Begin to use correct front and back crawl techniques, with or without buoyancy aids.</p>		

	<p>Dribble a ball with hands or feet, while moving slowly in their own space.</p> <p>Kick a stationary ball from a short run-up.</p> <p>Strike a ball off a tee with a bat.</p> <p>Strike a ball with a short-handed bat.</p> <p>Send an object towards a target.</p> <p>Chase and retrieve a moving ball.</p> <p>Jump and land safely.</p> <p>Change direction.</p> <p>Use the ready position.</p>	<p>Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance.</p> <p>Take some weight on hands e.g. in a bunny hop.</p> <p>Set up apparatus safely.</p> <p>Vault onto a bench.</p>				
Milestone 2	<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>Travel in a variety of ways.</p> <p>Balance on a variety of large and small body parts (front, back and side support, shoulder stand).</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</p>	<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</p>	<p>Accelerate and decelerate quickly, demonstrating control and stability.</p>	<p>Use maps and diagrams to orientate themselves and travel around a simple course.</p>

	<p>Throw underarm to a partner or towards a target accurately. Throw overarm for distance with increasing accuracy. Catch a small ball thrown from a partner. Catch a large ball thrown from a partner, while on the move. Dribble a ball with hands or feet, while changing speed and direction. Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (e.g. hockey sticks) while stationary initially. Use a balance stance to send or receive a ball. Be able to change direction quickly.</p>	<p>Move in a clear, fluent and expressive manner. Work alongside, away from and towards a partner. Perform a variety of rolls (teddy bear, backward roll to straddle and forward roll, dish and arch rolls). Take weight on hands (progressions to a cartwheel). Use the five basic jumps and vary them using turns and shape. Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting. Vault onto a small box placed longways.</p>	<p>or a picture, as a basis to create imaginative movements. Participate in a group dance and talk about individual and group contributions. Identify and describe shapes and pathways within a dance. Identify and describe dance styles from different eras. View and describe dances from other cultures and know where they come from. Demonstrate a simple dance from a different culture. Describe what they like or dislike about a dance.</p>	<p>breaststroke techniques. Tread water. Rotate from back to front and front to back and regain an upright position. Co-ordinate breathing as appropriate for the stroke being used. Swim at least 25 metres unaided. Swim through a hoop held vertically under water. Change body shape while floating.</p>	<p>Sprint over short distances. Run over a longer distance, demonstrating endurance. Run with good rhythm and co-ordination over small obstacles. Use a range of throwing techniques (pull, push and sling). Throw for distance within a marked zone. Jump for height and distance, showing control in landings. Perform jump combinations with rhythm and control. Compete against self,</p>	<p>Complete a star orienteering activity. Find solutions to problems and challenges. Show resilience when plans do not work and initiative to try new ways of working. Take part in activities in the natural world. Work confidently in familiar and changing environments. Arrive properly equipped for outdoor and adventurous activity.</p>
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					aiming to improve personal best performances.	
Milestone 3	<p>Demonstrate a mature pattern in a variety of locomotive skills during small-sided games and activities.</p> <p>Use a variety of locomotion and object-control skills to score in small-sided games.</p> <p>Throw in a variety of ways, and accurately towards a number of different targets, including moving targets.</p> <p>Catch a ball in a variety of positions (high, low, near to the body) and with different degrees of force.</p> <p>Pass and receive a ball with the feet, hands or implement while on the move.</p> <p>Maintain a rally with a partner.</p> <p>Change levels and pathways quickly and fluently.</p> <p>Move an opponent around by throwing into space.</p> <p>Pass and move quickly into space.</p> <p>Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently.</p>	<p>Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balances, travelling, weight on hands) linked fluently and performed with expression.</p> <p>Create a sequence with a partner/small group to include simple partner balances.</p> <p>Practise and refine the gymnastic techniques used in performances.</p> <p>Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic and rhythmic gymnastics.</p> <p>Vault on to or over a box placed sideways.</p>	<p>Choreograph a short dance based upon a specific theme or idea. Create a dance with a clear beginning, middle and end.</p> <p>Choose appropriate music to accompany the dance.</p> <p>Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions.</p> <p>Identify and discuss how dynamics are used within a dance.</p> <p>Compare and contrast dances from different eras and cultures.</p> <p>Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community.</p>	<p>Enter the water using the straddle technique for shallow water.</p> <p>Move efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl and breaststroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Turn efficiently at the end of a length.</p> <p>Swim longer distances and for increasing amounts of time.</p> <p>Use swimming skills and strokes for different purposes such as water polo and synchronised swimming.</p>	<p>Accelerate from a variety of static positions.</p> <p>Sustain jogging or running at a consistent pace for a few minutes.</p> <p>Pass a relay baton at speed, using correct technique.</p> <p>Sprint over small obstacles, maintaining a consistent stride pattern.</p> <p>Throw for distance, using the different types of throws, and refine performance by analysing</p>	<p>Plan and organise a simple orienteering trail using a variety of map reading, compass skills and co-ordinates.</p> <p>Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p>

			<p>Perform a dance from a different culture, demonstrating key features.</p> <p>Describe and evaluate the production of dances, taking into account costume, lighting, set and sound.</p> <p>Describe, using a range of vocabulary, how watching or performing a dance makes them think and feel.</p>	<p>Develop personal survival and self-rescue skills including the HELP (Heat Escape Lessening Posture) position, attracting attention, sculling and swimming in clothes, safe entries and exits.</p> <p>Learn and explain the Water Safety Code.</p>	<p>technique and body shape.</p> <p>Perform triple jump sequences (hop, step, jump) with balance and control.</p> <p>Jump for distance from one foot to two feet and begin to use a short run-up.</p> <p>Perform a scissor jump from a short run-up.</p> <p>Compete against self, keeping track of personal best performances, setting targets for improvement.</p>	<p>Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Select appropriate equipment for outdoor and adventurous activities.</p>
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Tactics and
strategy

Tactics: quick adjustments performers make in the moment to solve problems encountered during a game.

Strategy: overall game plan.

All aspects of physical education involve cognitive challenges e.g. how to outwit opponents in games, create interesting sequences in gymnastics or work as a team to complete a challenge in outdoor and adventurous activities (OAA). Some examples of knowledge to include are how to:

- Use a variety of passes
- Move into a space when possession of a ball
- Move into a space when not in possession of a ball, to create space for teammates
- Vary speed, direction and pathways
- Work in shared spaces collaboratively and competitively
- Make decisions on distance, direction and trajectory for accuracy
- Know where to move to receive/throw an implement
- Prepare before receiving
- Take action post sending
- Attack
- Defend
- Feint or use disguise
- Choreograph interesting sequences of movements through use of dynamics, levels and space
- Generate solutions to a problem
- Pace a race effectively
- Understand the importance of streamlining in water
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	Games	Gymnastics	Dance	Swimming	Athletics	Outdoor and Adventurous Activities
Milestone 1	<ul style="list-style-type: none"> • Make simple decisions e.g. which target to aim for. • Use the terms 'opponent' and 'teammate'. • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what e.g. how much force to use when aiming at a target. 	<ul style="list-style-type: none"> • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tuck roll at a low level and a star jump at a high level. • Make decisions on which actions are best performed 	<ul style="list-style-type: none"> • Apply movement adaptations to their movement techniques e.g. unhappy walk. • Express emotions through facial expressions, gestures and posture. • Describe their choices of movement. • Choose which actions to change with the movement adaptations of space, 	<ul style="list-style-type: none"> • Change body shape to increase speed through the water. • Choose the most appropriate way of entering and exiting the pool. 		

	<ul style="list-style-type: none"> Decide when and where to pass. Keep possession by passing and receiving a ball. Recognise space on a court or pitch. Use a base position. Decide which base to pass to depending on position of opponent. 	<ul style="list-style-type: none"> on apparatus. Make decisions on the choice of actions to be performed ensuring smooth links. 	<ul style="list-style-type: none"> dynamics and relationships. 			
Milestone 2	<ul style="list-style-type: none"> 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 for them. 	<ul style="list-style-type: none"> Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner. Link a variety of 	<ul style="list-style-type: none"> Perform expressively by varying the movements in a sequence, using dynamics, space and relationships. Express emotions with realistic 	<ul style="list-style-type: none"> Choose the best shapes for floating. Demonstrate an understanding of streamlining. 	<ul style="list-style-type: none"> Choose a sequence to combine jumps efficiently. Make decisions about the best take-off leg. Vary the pace to sustain running 	<ul style="list-style-type: none"> Choose the best pace for running between checkpoints. Choose the best methods of communicating with a partner. Work out a strategy as a team.

	<ul style="list-style-type: none"> • Evade an opponent. • Make more complex decisions e.g. which pass to use when under pressure, which teammate to pass to. • Maintain possession by supporting the ball carrier. • See pitch and court spaces, long and short. • Cover the court as a team. • Determine when to run on or stop at a base. 	<p>movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</p> <ul style="list-style-type: none"> • Choose skills which both partners can perform well. • Choose when and how to use techniques like unison and canon to add interest to the sequence. • Use the apparatus to support more 	<p>actions e.g. stamp when angry, skip when happy.</p> <ul style="list-style-type: none"> • Explain how a movement can represent an idea. • Create movements and phrases that convey a definite idea or sequence of events. • Structure a dance to tell a story. • Use action reaction techniques. • Use compositiona l devices of canon and unison. • Choose the order of the dance for maximum spectator impact. 		<p>over a period of time.</p> <ul style="list-style-type: none"> • Make decisions on how to increase the height and distance of a throw. 	
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		complex movements , e.g. handstand against a movement table.				
Milestone 3	<ul style="list-style-type: none"> Defend a space or a player. Employ feinting. Work within the strategy of the team. Support the ball carrier while moving towards a forward target. Move into space, making decisions on when and where to move. Use a quick outlet pass when appropriate. 	<ul style="list-style-type: none"> Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence. Enter and exit actions in a variety of ways e.g. arabesque into a forward roll. Evaluate the quality of a gymnastics sequence. 	<ul style="list-style-type: none"> Use compositional devices such as counterpoint and complement. Perform expressively to illustrate a theme. Perform with focus towards an audience. Choose contrasting dances to maintain audience interest. Make decisions on how and when to include 	<ul style="list-style-type: none"> Demonstrate an understanding of how to stay safe around water. Transition effectively from one figure to another. Make decisions on the figures to be used on the ability level of the whole group. 	<ul style="list-style-type: none"> Adjust pace to ensure the whole team can sustain the timed run. Adapt length of run-up to improve the performance of the jump. Change the height of release to maximise the distance thrown. 	<ul style="list-style-type: none"> Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Make decisions on pacing to ensure fastest completion of the course.

	<ul style="list-style-type: none"> • Make 'power versus accuracy' decisions. • Use a variety of shots for short and long delivery. • Shift to cover space. • Decide when and if bases need to be covered. • Communicate effectively during a game. • Adjust backswing, step and approach relative to requirements of the shot. 	<ul style="list-style-type: none"> • Make choices on actions to be performed based on the ability of the whole group. • Choose group balances which can be exited and entered fluently. 	<p>compositional devices for maximum impact.</p>			
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Personal and
social

Physical Education provides many opportunities for personal development such as self-control, co-operation and individual responsibility. Some examples of knowledge to include in this category are how to:

- Work independently
- Listen to others and play co-operatively
- Follow class routines
- Solve disputes through negotiation and compromise
- Devise a win-win situation
- Follow the rules of a game
- Win and lose with dignity
- Encourage and praise others
- Give sensitive feedback demonstrating empathy and compassion
- Work effectively within a team
- Respect others
- Demonstrate self-control
- Be a good sport
- Try new things
- Work hard
- Concentrate
- Push yourself
- Imagine
- Improve
- Understand others
- Not give up



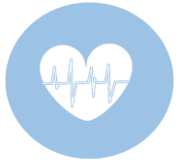
Leadership

Many opportunities exist in PE to develop leadership skills. Often these opportunities occur on an ad hoc basis, but they should be planned for, and the qualities developed should be made explicit to students.

Opportunities for leadership fall into two categories leading people and leading an activity. Roles within this include: captain, coach, referee, equipment organiser and performer.

Some examples of knowledge to include in this category are how to:

- Communicate
- Co-operate
- Collaborate
- Give constructive feedback
- Resolve issues
- Be reliable
- Plan and prepare
- Organise
- Analyse
- Suggest ideas
- Act independently
- Manage time
- Prioritise
- Make changes based on evidence
- Be a role model
- Be flexible and adapt to changing situations



Healthy lifestyle

Students need to know that many factors interact to keep us healthy and they are all important. Some examples of knowledge to include are:

- How to make healthy choices
- What is a healthy lifestyle?
- The benefits of a healthy lifestyle
- What keeps our bodies healthy? (physical activity, rest, relaxation, healthy food and sleep)
- What makes a balanced diet, including which types of food should be eaten regularly?
- How to make informed decisions about food
- The impact of poor choices may have on our health and what might influence these choices
- Recommendations for the amount of physical activity per day
- Variety of physical activities available
- Reasons for taking part in physical activity: health, enjoyment, challenge, social interaction and self-expression
- The impact of screen time
- Different types of feelings, both good and bad
- Self-regulation, what is growth mindset and how to manage strong emotions
- How to recognise what is kind and unkind and fair and unfair
- Who to ask for help
- How to reflect on their achievements and what they are proud of
- How to set challenging but realistic goals for the future