

### Milestone 3: Movement knowledge for games, gymnastic and dance

Milestone 3

Games	Gymnastics	Dance
<p>Demonstrate a mature pattern in a variety of locomotion 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, balance, travelling and 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 gymnastics 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.</p> <p>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>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>



**Movement**



**Tactics and strategy**



**Personal and social**



**Leadership**



**Healthy lifestyle**

### Milestone 3: Tactics and strategy knowledge for games, gymnastic and dance

Milestone 3

Games	Gymnastics	Dance
<p>Defend a space or a player.</p> <p>Employ feinting.</p> <p>Work within the strategy of the team.</p> <p>Support the ball carrier while moving towards a forward target.</p> <p>Move into space, making decisions on when and where to move.</p> <p>Use a quick outlet pass when appropriate.</p> <p>Make 'power versus accuracy' decisions.</p> <p>Use a variety of shots for short and long delivery.</p> <p>Shift to cover space.</p> <p>Decide when and if bases need to be covered.</p> <p>Communicate effectively during a game.</p> <p>Adjust backswing, step and approach relative to requirements of the shot.</p>	<p>Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence.</p> <p>Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll.</p> <p>Evaluate the quality of a gymnastics sequence.</p> <p>Make choices on actions to be performed based on the ability of the whole group.</p> <p>Choose group balances which can be exited and entered fluently.</p>	<p>Use compositional devices such as counterpoint and complement.</p> <p>Perform expressively to illustrate a theme.</p> <p>Perform with focus towards an audience.</p> <p>Choose contrasting dances to maintain audience interest.</p> <p>Make decisions on how and when to include compositional devices for maximum impact.</p>



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Healthy lifestyle

### Milestone 3: Movement knowledge for swimming, athletics and outdoor and adventurous activities

Milestone 3

Swimming	Athletics	Outdoor and adventurous activities
<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>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>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 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>Plan and organise a simple orienteering trail using a variety of map reading, compass skills and coordinates.</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>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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### Milestone 3: Tactics and strategy knowledge for swimming, athletics and outdoor and adventurous activities

Swimming	Athletics	Outdoor and adventurous activities
<p>Demonstrate an understanding of how to stay safe around water.</p> <p>Transition effectively from one figure to another.</p> <p>Make decisions on the figures to be used based on the ability level of the whole group.</p>	<p>Adjust pace to ensure the whole team can sustain the timed run.</p> <p>Adapt length of run-up to improve the performance of the jump.</p> <p>Change the height of release to maximise the distance thrown.</p>	<p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Make decisions on pacing to ensure fastest completion of the course.</p>

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Healthy lifestyle

### Milestone 3: Personal and social, leadership and healthy lifestyle knowledge (in all disciplines)

Milestone 3

Personal and social knowledge	Leadership knowledge	Healthy lifestyle knowledge
<p>Praise the performance of others, whether better or worse than their own.</p> <p>Work with others regardless of their ability.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Give constructive feedback to peers respectfully.</p> <p>Act responsibly and fairly during the game.</p> <p>Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher.</p> <p>Respect and, if necessary, constructively challenge the points of view of others.</p> <p>Follow the rules of the game independently of the teacher.</p> <p>Win and lose with dignity.</p> <p>Follow safety considerations in activities.</p> <p>Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</p>	<p>Plan and deliver a session or a tournament.</p> <p>Make posters to advertise activities.</p> <p>Adapt activities to suit everyone.</p> <p>Check activities are safe.</p> <p>Make sure rules are followed.</p> <p>Make consistent and fair judgements.</p> <p>Make sure everyone is involved and having fun.</p> <p>Find out which new activities others might like to try and research them.</p> <p>Make sure everyone plays fairly.</p> <p>Accept officials' decisions.</p> <p>Resolve conflicts, listening carefully to all opinions.</p> <p>Be punctual.</p> <p>Ensure appropriate equipment is available and easily accessible.</p> <p>Act as a coach to support others, identifying strengths and areas to work on.</p>	<p>Analyse opportunities for participating in physical activity outside physical education lessons.</p> <p>Participate in self-selected physical activity outside of physical education lessons.</p> <p>Make choices about the amount and type of physical activity undertaken.</p> <p>Make choices about diet in relation to physical activity levels.</p> <p>Understand the importance of positive self-talk.</p> <p>Follow the Chief Medical Officer's guidelines for the amount of physical activity (at least 60 minutes per day).</p> <p>Engage actively in all PE lessons, including those that may not be their particular preference.</p> <p>Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity.</p> <p>Identify individual areas of fitness to improve and devise a fitness plan.</p> <p>Discuss the importance of hydration and the best choices depending on the physical activities chosen.</p>



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