

Progression in Games

Skill Development				
Simple		→ Complex		
Skills	→	Static	→	Moving Player (without ball) → Moving Player (with ball) → Both Players Moving
Opposition	→	No opposition	→	Passive → Moving/Passive → Active → Competitive
Target/Goal	→	Large	→	Small → Undefined → Defended
Numbers	→	Individual	→	Pairs → Groups
Speed to Perform	→	Walk	→	Jog → Run → Game Speed
Space				

Curriculum Gymnastics

Principles of Progression

The principles of progression model below demonstrates the 4 ways in which teaching and learning can be progressed in curriculum gymnastics:	
Skills	part basic actions $\longleftrightarrow$ whole basic actions $\longleftrightarrow$ part complex actions $\longleftrightarrow$ whole complex actions
Sequencing	individual actions $\longleftrightarrow$ short movement phrases $\longleftrightarrow$ sequences $\longleftrightarrow$ compositionally developed sequences
Context	actions on floor/mats $\longleftrightarrow$ actions involving low/small apparatus $\longleftrightarrow$ actions involving high/large apparatus
Groupings	actions performed individually $\longleftrightarrow$ actions performed with a partner $\longleftrightarrow$ actions performed in trios/groups
Teachers can use the principles of progression model to plan whole class progressive activities and individual extension activities for more able pupils. As each principle can be seen as a spectrum, the model can also be used to simplify whole class activities to suit the less able.	

The Ladder of Learning in PE

An approach to a pupil's journey of development of physical vocabulary

	6	Continue to perform with fluency, accuracy and control.	Choose, combine, and develop range of sequences/motifs/tactics. Decide and develop, refine consolidate.	Carry out warm-ups and cool downs, understand, how activity affects health. Understand strengths and weaknesses, know basic warm-ups/cool downs.
	5	Perform consistently, improvise, decide.	Choose and apply... compositional ideas, skills, principles of attack and defence, rules, tactics.	Analyse, interpret, evaluate, suggest improvements, understand strengths and weaknesses, know basic warm-ups/cool downs.
	4	Develop, perform, consolidate and improve range of ideas, skills.	Explore and create, use skills effectively, use rules, devise rules, tactics, and compositional ideas.	Make simple judgements, describe, interpret, evaluate, recognise activities that improve fitness and know effects on the body.
	3	Improve, consolidate, be safe, explore and use.	Create and link, recognise own space, compose and perform, choose and vary... simple compositional ideas, simple tactics, simple skills.	Watch copy, describe, use what is learned to improve, describe short term effects of exercise, evaluate.
	2	Remember, repeat, work with confidence, explore.	Link, choose, vary, create, compose and perform, choose and vary..., simple compositional ideas, simple tactics, and simple skills.	Lift and move..., recognise and describe what their body feels like, link, watch, copy describe, use information to improve.
	1	Explore, remember, repeat, be confident, recognise space.	Link, create, chose and use equipment effectively.	Describe, copy, observe, know how to carry and place, know activity is good for them.
	R	Explore, remember, repeat.	Chose, use equipment safely.	Copy, place, collect.