

Progression Framework – Physical Education



Games

Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

The PE curriculum is broken down into the following key areas:

- Athletics
- Dance
- Games
- Gymnastics

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Health and Fitness						
HF.1 - Describe how the body feels when still and when exercising	HF.2 - Describe how the body feels when still and when exercising	HF.3.1 - Recognise and describe how the body feels during and after different physical activities. HF.3.2 - Explain what they need to stay healthy.	HF.4.1 - Recognise and describe the effects of exercise on the body. HF.4.2 - Know the importance of strength and flexibility for physical activity. HF.4.3 - Explain why it is important to warm up and cool down.	HF.5.1 - Describe how the body reacts at different times and how this affects performance. HF.5.2 - Explain why exercise is good for your health. HF.5.3 - Know some reasons for warming up and cooling down	HF.6.1 - Know and understand the reasons for warming up and cooling down. HF.6.2 - Explain some safety principles when preparing for and during exercise.	HF.7.1 - Understand the importance of warming up and cooling down. HF.7.2 - Carry out warm-ups and cool-downs safely and effectively. HF.7.3 - Understand why exercise is good for health, fitness and wellbeing. HF.7.4 - Know ways they can become healthier.
Throwing and Catching a Ball						
TCB.1.1 - Roll equipment in different ways. Throw underarm. TCB.1.2 - Throw an object at a target. TCB.1.3 - Catch equipment using two hands	TCB.2.1 - Throw underarm and overarm. TCB.2.2 - Catch and bounce a ball. TCB.2.3 - Use rolling skills in a game. TCB.2.4 - Practise accurate throwing and consistent catching.	TCB.3.1 - Throw different types of equipment in different ways, for accuracy and distance. TCB.3.2 - Throw, catch and bounce a ball with a partner. TCB.3.3 - Use throwing and catching skills in a game. TCB.3.4 - Throw a ball for distance. TCB.3.5 - Use hand-eye coordination to control a ball. TCB.3.6 - Vary types of throw used.	TCB.4.1 - Throw and catch with greater control and accuracy. TCB.4.2 - Practise the correct technique for catching a ball and use it in a game. TCB.4.3 - Perform a range of catching and gathering skills with control. TCB.4.4 - Catch with increasing control and accuracy. TCB.4.5 - Throw a ball in different ways (e.g. high, low, fast or slow). TCB.4.6 - Develop a safe and effective overarm bowl.	TCB.5.1 - Develop different ways of throwing and catching.	TCB.6.1 - Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	TCB.7.1 - Throw and catch accurately and successfully under pressure in a game.
Travelling with a Ball						
TRB.1.1 - Move a ball in different ways, including bouncing and kicking. TRB.1.2 - Use equipment to control a ball.	TRB.2.1 - Travel with a ball in different ways. TRB.2.2 - Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	TRB.3.1 - Bounce and kick a ball whilst moving. TRB.3.2 - Use kicking skills in a game. TRB.3.3 - Use dribbling skills in a game.	TRB.4.1 - Move with the ball in a variety of ways with some control. TRB.4.2 - Use two different ways of moving with a ball in a game.	TRB.5.1 - Move with the ball using a range of techniques, showing control and fluency.	TRB.6.1 - Use a variety of ways to dribble in a game with success. TRB.6.2 - Use ball skills in various ways, and begin to link together.	TRB.7.1 - Show confidence in using ball skills in various ways in a game situation, and link these together effectively.

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Passing a Ball						
PB.1 - Kick an object at a target.	PB.2.1 - Pass the ball to another player in a game. PB.2.2 - Use kicking skills in a game.	PB.3 - Know how to pass the ball in different ways.	PB.4 - Pass the ball in two different ways in a game situation with some success.	PB.5 - Pass the ball with increasing speed, accuracy and success in a game situation.	PB.6 - Pass a ball with speed and accuracy using appropriate techniques in a game situation.	PB.7 - Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.

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Possession						
			P.4 - Know how to keep and win back possession of the ball in a team game.	P.5 - Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	P.6 - Keep and win back possession of the ball effectively in a team game.	P.7 - Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Using Space						
US.1.1 - Move safely around the space and equipment. US.2.2 - Travel in different ways, including sideways and backwards.	US.2.1 - Use different ways of travelling in different directions or pathways. US.2.2 - Run at different speeds. US.2.3 - Begin to use space in a game.	US.3.1 - Use different ways of travelling at different speeds and following different pathways, directions or courses. US.3.2 - Change speed and direction whilst running. US.3.3 - Begin to choose and use the best space in a game.	US.4.1 - Find a useful space and get into it to support teammates.	US.5 - Make the best use of space to pass and receive the ball.	US.6 - Demonstrate an increasing awareness of space.	US.7 - Demonstrate a good awareness of space.

Attacking and Defending						
AD.1 - Play a range of chasing games.	AD.2.1 - Begin to use the terms attacking and defending. AD.2.2 - Use simple defensive skills such as marking a player or defending a space. AD.2.3 - Use simple attacking skills such as dodging to get past a defender	AD.3.1 - Begin to use and understand the terms attacking and defending. AD.3.2 - Use at least one technique to attack or defend to play a game successfully.	AD.4.1 - Use simple attacking and defending skills in a game. AD.4.2 - Use fielding skills to stop a ball from travelling past them.	AD.5.1 - Use a range of attacking and defending skills and techniques in a game. AD.5.2 - Use fielding skills as an individual to prevent a player from scoring.	AD.6.1 - Choose the best tactics for attacking and defending. AD.6.2 - Shoot in a game. AD.6.3 - Use fielding skills as a team to prevent the opposition from scoring.	AD.7.1 - Think ahead and create a plan of attack or defence. AD.7.2 - Apply knowledge of skills for attacking and defending. AD.7.3 - Work as a team to develop fielding strategies to prevent the opposition from scoring.

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Tactics and Rules						
TR.1 - Follow simple rules.	TR.2.1 - Follow simple rules to play games, including team games. TR.2.2 - Use simple attacking skills such as dodging to get past a defender. TR.2.3 - Use simple defensive skills such as marking a player or defending a space.	TR.3.1 - Understand the importance of rules in games. TR.3.2 - Use at least one technique to attack or defend to play a game successfully.	TR.4.1 - Apply and follow rules fairly. TR.4.2 - Understand and begin to apply the basic principles of invasion games. TR.4.3 - Know how to play a striking and fielding game fairly.	TR.5.1 - Vary the tactics they use in a game. TR.5.2 - Adapt rules to alter games	TR.6.1 - Know when to pass and when to dribble in a game. TR.6.2 - Devise and adapt rules to create their own game.	TR.7.1 - Follow and create complicated rules to play a game successfully. TR.7.2 - Communicate plans to others during a game. TR.7.3 - Lead others during a game

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Compete/Perform						
CP.1.1 - Control their body when performing a sequence of movements. CP.1.2 - Participate in simple games.	CP.2.1 - Begin to perform learnt skills with some control. CP.2.2 - Engage in competitive activities and team games.	CP.3.1 - Perform learnt skills with increasing control. CP.3.2 - Compete against self and others.	CP.4.1 - Perform learnt skills and techniques with control and confidence. CP.4.2 - Compete against self and others in a controlled manner.	CP.5.1 - Perform and apply skills and techniques with control and accuracy. CP.5.2 - Take part in a range of competitive games and activities.	CP.6.1 - Consistently perform and apply skills and techniques with accuracy and control. CP.6.2 - Take part in competitive games with a strong understanding of tactics and composition.	CP.7.1 - Perform and apply a variety of skills and techniques confidently, consistently and with precision. CP.7.2 - Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
E.1.1 - Talk about what they have done. E.1.2 - Talk about what others have done.	E.2.1 - Watch and describe performances. E.2.2 - Begin to say how they could improve	E.3.1 - Watch and describe performances, and use what they see to improve their own performance. E.3.2 - Talk about the differences between their work and that of others	E.4.1 - Watch, describe and evaluate the effectiveness of a performance. E.4.2 - Describe how their performance has improved over time.	E.5.1 - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. E.5.2 - Modify their use of skills or techniques to achieve a better result	E.6.1 - Choose and use criteria to evaluate own and others' performances. E.6.2 - Explain why they have used particular skills or techniques, and the effect they have had on their performance	E.7 - Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.