# PE Progression of Skills

The document below has been designed to show how we will cover all of the relevant PE knowledge and skills across our school. We follow the skills outlined within Rising Star’s ‘Champions’ scheme of work, although the context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group’s termly topic.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Gymnastics</th>
<th>Dance</th>
<th>Multi Skills</th>
<th>Brilliant Ball Skills</th>
<th>Throwing and Catching (field games)</th>
<th>Active Athletics</th>
</tr>
</thead>
</table>
| 1          | • To explore movement actions with control and link them together with flow.  
• To explore gymnastic actions and shapes.  
• To explore travelling on benches.  
• To explore movement actions with control, and to link them together with flow.  
• To choose and use simple compositional ideas by creating and performing sequences.  
• To repeat and link combinations of gymnastic actions.  
• To link combinations of movements and shapes with control. | • To change direction during travelling moves.  
• To link travelling moves that change direction and level.  
• To link moves together.  
• To use a variety of moves.  
• To explore basic body patterns and movements to music.  
• To use a variety of moves that change speed and direction.  
• To link together dance moves with gestures and changing direction in time to music.  
• To practise taking off from different positions.  
• To complete an obstacle course with control and agility. | • To explore static balancing and understand the concept of bases.  
• To combine a number of co-ordination drills, using upper and lower body movements.  
• To aim a variety of balls and equipment accurately.  
• To time running to stop or intercept the path of a ball.  
• To travel in different ways, showing clear transitions between movements.  
• To travel in different directions (side to side, up and down) with control and fluency.  
• To practise ABC (agility, balance and co-ordination) at circuit stations. | • To master basic sending and receiving techniques.  
• To develop balance, agility and co-ordination.  
• To master basic sending and receiving skills.  
• To develop balance, agility and co-ordination.  
• To master basic sending and receiving techniques.  
• To develop balance, agility and co-ordination.  
• To master basic sending and receiving as well as developing balance agility and co-ordination.  
• To make use of co-ordination, accuracy and weight transfer.  
• To develop receiving skills.  
• To use ball skills in game-based activities. | | • To use varying speeds when running.  
• To explore footwork patterns.  
• To explore arm mobility.  
• To explore different methods of throwing.  
• To practise short distance running. |
Gymnastics
- To remember and repeat simple gymnastic actions with control.
- To balance on isolated parts of the body using the floor and hold balance.
- To develop a range of gymnastic moves, particularly balancing.
- To link together a number of gymnastic actions into a sequence.
- To explore ways of travelling around on large apparatus.
- To choose and use a variety of gymnastic actions to make a sequence.

Dance
- To explore different levels and speeds of movement.
- To compose and perform simple dance phrases.
- To show contrasts in simple dances with good body shape and position.
- To develop a range of dance movements and improve timing.
- To work to music, creating movements that show rhythm and control.
- To work to music, creating movements that show rhythm and control.

Swimming
- To develop basic pool safety skills and confidence in water.
- To develop travel in vertical or horizontal position and introduce floats.
- To develop push and glides, any kick action on front and back with or without support aids.
- To develop entry and exit, travel further, float and submerge.
- To develop balance, link activities and travel further on whole stroke.
- To show breath control. Introduction to deeper water. Treading water.

Brilliant Ball Skills
- To use hand-eye co-ordination to control a ball.
- To catch a variety of objects.
- To vary types of throw.
- To kick and move with a ball.
- To develop catching and dribbling skills.
- To use ball skills in a mini festival.

Throwing and Catching (field games)
- To learn skills for playing striking and fielding games.
- To position the body to strike a ball.
- To develop catching skills.
- To throw a ball for distance.
- To practise throwing skills in a circuit.
- To use fielding skills to play a game.

Active Athletics
- To run with agility and confidence.
- To learn the best jumping techniques for distance.
- To throw different objects in a variety of ways.
- To hurdle an obstacle and maintain effective running style.
- To run for distance.
- To complete an obstacle course with control and agility.
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<th>Gymnastics</th>
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<th>Brilliant Ball Skills</th>
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<tbody>
<tr>
<td>• To explore jumping techniques and link them with other gymnastic actions.</td>
<td>• To explore dance movements and create patterns of movement.</td>
<td>To develop basic pool safety skills and confidence in water.</td>
<td>• To be aware of others when playing games.</td>
<td>• To consolidate and develop a range of skills in striking and fielding.</td>
<td>• To run in different directions and at different speeds, using a good technique.</td>
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<tr>
<td>• To explore jumping techniques and to link them with other gymnastic actions.</td>
<td>• To work with a partner to create dance patterns.</td>
<td>To develop travel in vertical or horizontal position and introduce floats.</td>
<td>• To choose the correct skills to meet a challenge.</td>
<td>• To consolidate and develop a range of skills in striking and fielding.</td>
<td>• To improve throwing technique.</td>
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<tr>
<td>• To select and adapt gymnastics actions to meet the task.</td>
<td>• To perform a dance with rhythm and expression.</td>
<td>To develop push and glides, any kick action on front and back with or without support aids.</td>
<td>• To perform a range of actions, maintaining control of the ball.</td>
<td>• To develop and investigate different ways of throwing and to know when it is appropriate to use them.</td>
<td>• To reinforce jumping techniques.</td>
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<tr>
<td>• To work with a partner or a small group to create a sequence that develops jumping skills.</td>
<td>• To use knowledge of dance to create a story in small groups.</td>
<td>To develop entry and exit, travel further, float and submerge.</td>
<td>• To perform a range of catching and gathering skills with control.</td>
<td>• To consolidate and develop a range of skills in striking and fielding.</td>
<td>• To understand the relay and passing the baton.</td>
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<tr>
<td>• To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</td>
<td>• To develop precision of movement.</td>
<td>To develop balance, link activities and travel further on whole stroke.</td>
<td>• To master the basic catching technique.</td>
<td>• To practise the correct technique for catching a ball and use it in a game.</td>
<td>• To choose and understand appropriate running techniques.</td>
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<tr>
<td>• To work co-operatively with a group to create a dance piece.</td>
<td>• To work co-operatively with a group to create a dance piece.</td>
<td>To show breath control.</td>
<td>• To catch with increasing control and accuracy.</td>
<td>• To consolidate and develop a range of skills in striking and fielding.</td>
<td>• To compete in a mini-competition, recording scores.</td>
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<tr>
<td>• To perform in front of others with confidence.</td>
<td></td>
<td>Introduction to deeper water. Treading water.</td>
<td>• To master the basic throwing technique.</td>
<td>• To practise the correct batting technique and use it in a game situation.</td>
<td>• To react to situations in ways that make it difficult for opponents to win.</td>
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<td></td>
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<td>Swimming</td>
<td>• To throw and hit a ball in different ways (e.g. high, low, fast or slow).</td>
<td>• To consolidate and develop a range of skills in striking and fielding.</td>
<td>• To choose and use simple tactics to suit different situations.</td>
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<td>• To apply skills and tactics in small-sided games.</td>
<td>• To practise for fielding and use it in a game situation.</td>
<td>• To react to situations in ways that make it difficult for opponents to win.</td>
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<td>• To identify and follow the rules of games.</td>
<td>• To consolidate the throwing, catching and batting skills already learned.</td>
<td>• To strike the ball for distance.</td>
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<td></td>
<td>To choose and use simple tactics to suit different situations.</td>
<td>• To strike the ball for distance.</td>
<td>• To know how to play a striking and fielding game competitively and fairly.</td>
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<tr>
<td><strong>Gymnastics</strong></td>
<td><strong>Dance</strong></td>
<td><strong>Swimming</strong></td>
<td><strong>Invasion (Football/Hockey)</strong></td>
<td><strong>Striking and Fielding (Cricket/Rounders)</strong></td>
<td><strong>Nimble Nets (Short Tennis)</strong></td>
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</table>
| • To identify and practise body shapes.  
• To identify and practise symmetrical and asymmetrical body shapes.  
• To construct sequences using balancing and linking movements.  
• To use counterbalances and incorporate them into a sequence of movements.  
• To perform movements in canon and in unison.  
• To perform and evaluate own and others’ sequences. | • To identify and practise the patterns and actions of chosen dance style.  
• To demonstrate an awareness of the music’s rhythm and phrasing when improvising.  
• To create an individual dance that reflects the chosen dancing style.  
• To create partnered dances that reflect the dancing style and apply the key components of dance.  
• To perform dance using a range of movement patterns.  
• To perform and evaluate own and others’ work. | • To develop basic pool safety skills and confidence in water.  
• To develop travel in vertical or horizontal position and introduce floats.  
• To develop push and glides, any kick action on front and back with or without support aids.  
• To develop entry and exit, travel further, float and submerge.  
• To develop balance, link activities and travel further on whole stroke.  
To show breath control.  
Introduction to deeper water.  
Treading water. | • To keep possession of a ball.  
• To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.  
• To use accurate passing and dribbling in a game.  
• To identify and apply ways to move the ball towards an opponent’s goal.  
• To learn concepts of attack and defence.  
• To play in a mini competition. | • To develop and investigate different ways of throwing, and to know when each is appropriate.  
• To use ABC (agility, balance, co-ordination) to field a ball well.  
• To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.  
• To use hand-eye co-ordination to strike a moving and a stationary ball.  
• To develop fielding skills and understand their importance when playing a game.  
To play in a competitive situation, and to demonstrate sporting behaviour. | • To become familiar with balls and short tennis rackets.  
• To get the ball into play.  
• To accurately serve underarm.  
• To build up a rally.  
• To build a rally, focusing on accuracy of strokes.  
• To play a variety of shots in a game situation and to explore when different shots should be played.  
Learning objective: • To play a competitive tennis game. | • To select and maintain a running pace for different distances.  
• To practise throwing with power and accuracy.  
• To throw safely and with understanding.  
• To demonstrate good running technique in a competitive situation.  
• To explore different footwork patterns.  
• To understand which technique is most effective when jumping for distance.  
To utilise all the skills learned in this unit in a competitive situation. |
<table>
<thead>
<tr>
<th>Gymnastics</th>
<th>Dance</th>
<th>Swimming</th>
<th>Invasion (Netball)</th>
<th>Striking and Fielding ( Cricket)</th>
<th>Nimble Nets (Tennis)</th>
<th>Young Olympians (Athletics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify and practise body shapes and balances.</td>
<td>To identify and practise the patterns and actions of the chosen dance style.</td>
<td>To develop basic pool safety skills and confidence in water.</td>
<td>To demonstrate basic passing and receiving skills using a netball.</td>
<td>To develop skills in batting and fielding.</td>
<td>To identify and apply techniques for hitting a tennis ball.</td>
<td>To use correct technique to run at speed.</td>
</tr>
<tr>
<td>To identify and practise symmetrical and asymmetrical body shapes.</td>
<td>To demonstrate an awareness of the music’s rhythm and phrasing when improvising.</td>
<td>To develop travel in vertical or horizontal position and introduce floats.</td>
<td>To develop an understanding and knowledge of the basic footwork rule of netball.</td>
<td>To choose fielding techniques.</td>
<td>To develop the techniques for ground strokes and volleys.</td>
<td>To develop the ability to run for distance.</td>
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<tr>
<td>• To use and refine the following skills: flexibility, strength,</td>
<td>• To create and perform an individual dance that reflects the chosen</td>
<td>• To use good hand/eye co-ordination to pass and receive a ball successfully.</td>
<td>• To use good hand/eye co-ordination to pass and receive a ball successfully.</td>
<td>• To run between the wickets.</td>
<td>• To develop a backhand technique and use it in a game.</td>
<td>• To throw with accuracy and power.</td>
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<tr>
<td>balance, power and mental focus.</td>
<td>dance style.</td>
<td>• To develop skills in the range of passes – chest pass, overhead pass,</td>
<td>• To develop a safe and effective overarm throw.</td>
<td>• To run, throw and catch.</td>
<td>• To use the scoring system and court for singles tennis.</td>
<td>• To identify and apply techniques of relay running.</td>
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<tr>
<td>• To develop skills for movement, including rolling, bridging and</td>
<td>• To create partnered dances that reflect the chosen dancing style and introduce</td>
<td>• To develop entry and exit, travel further, float and submerge.</td>
<td>• To learn batting control.</td>
<td>• To develop a safe and effective overarm throw.</td>
<td>• To play a tennis game using an overhead serve and the correct selections of shots.</td>
<td>• To explore different footwork patterns.</td>
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<td>dynamic movement.</td>
<td>the key components of dance.</td>
<td>• To develop balance, link activities and travel further on whole stroke.</td>
<td>• To use all the skills learned by playing in a mini tournament.</td>
<td>• To use all the skills learned by playing in a mini tournament.</td>
<td>• To understand and use doubles scoring in a tennis game.</td>
<td>• To understand which technique is most effective when jumping for distance.</td>
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<tr>
<td>• To use counterbalances and incorporate them into a sequence of</td>
<td>• To perform a dance using a range of movement patterns.</td>
<td>• To show breath control.</td>
<td>• To understand how to make space by moving away and coming back and by dodging.</td>
<td>• To understand which technique is most effective when jumping for distance.</td>
<td>• To understand and use doubles scoring in a tennis game.</td>
<td>• Learn how to use skills to improve the distance of a pull throw.</td>
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<tr>
<td>movements.</td>
<td>• To perform and evaluate own and others’ work.</td>
<td>• To understand how to make space by moving away and coming back and by dodging.</td>
<td>• To be able to demonstrate a range of defending skills and understand how to mark an opponent.</td>
<td>• To understand which technique is most effective when jumping for distance.</td>
<td>• To understand and use doubles scoring in a tennis game.</td>
<td>• To demonstrate good techniques in a competitive situation.</td>
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<td><strong>Gymnastics</strong></td>
<td><strong>Dance</strong></td>
<td><strong>Swimming</strong></td>
<td><strong>Invasion (Rugby)</strong></td>
<td><strong>Striking and Fielding (Rounders)</strong></td>
<td><strong>Nimble Nets (Tennis/Badminton)</strong></td>
<td><strong>Young Olympians (Athletics)</strong></td>
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</tbody>
</table>
| - To identify and practise gymnastic shapes and balances.  
- To identify and practise symmetrical and asymmetrical body shapes.  
- To construct sequences using balancing and linking movements  
- To use counterbalances and incorporate them into a sequence of movements  
- To perform movements in canon and in unison.  
- To perform and evaluate own and others’ sequences. | - To identify and practise the patterns and actions in a street dance style.  
- To demonstrate an awareness of the music’s rhythm and phrasing when improvising.  
- To create a dance that represents a street dance style.  
- To create a dance as a group, using any street dance moves.  
- To create a dance as a group, using any street dance moves.  
- To perform and analyse own and others’ performance. | - To develop basic pool safety skills and confidence in water.  
- To develop travel in vertical or horizontal position and introduce floats.  
- To develop push and glides, any kick action on front and back with or without support aids.  
- To develop entry and exit, travel further, float and submerge.  
- To develop balance, link activities and travel further on whole stroke.  
- To show breath control.  
- Introduction to deeper water.  
- Treading water. | - To understand the basic rules of tag rugby.  
- To work as a team, using ball-handling skills.  
- To pass and carry a ball using balance and co-ordination.  
- To use skills learned to play a game of tag rugby.  
- To apply rules and skills learned to a game.  
- To play in a mini tag rugby competition. | - To throw and catch under pressure.  
- To use fielding skills to stop the ball effectively.  
- To learn batting control.  
- To learn the role of backstop.  
- To play in a tournament and work as team, using tactics in order to beat another team.  
- To play in a tournament and work as team, using tactics in order to beat another team. | - To demonstrate and use the correct grip of the racket and understand how to get into the ready position.  
- To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.  
- Understand how to serve the shuttle in order to start the game.  
- Recognise the difference between the low serve and the high serve.  
- To develop children’s ability to perform and understand the ‘overhead clear’ shot and the impact that playing the overhead clear can have on winning points during game play.  
- To understand that the drop shot is an attacking shot, and why.  
- To know where the drop should be aimed for, for it to be most productive, and why.  
- To understand how to use different shots to outwit an opponent in a game.  
- To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.  
- To utilise all the skills learned in this unit in a competitive situation. |