

Avondale PE Provision – Progression of Skills Document



The skills progression table below identifies 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. For the academic year 2019/2020, we will also be working alongside BRCT, who will deliver schemes of work linked to specific areas that PE Leads and staff have identified as areas for CPD, or expose pupils to sports that present new/different experiences and opportunities.

Year Group							
Year 1	<u>Gymnastics</u> <ul style="list-style-type: none"> • 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. 	<u>Dance</u> <ul style="list-style-type: none"> • 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. 	<u>Multi Skills</u> <ul style="list-style-type: none"> • 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 	<u>Brilliant Ball Skills</u> <ul style="list-style-type: none"> • 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 coordination, accuracy and weight transfer. • To develop receiving skills. 	<u>Throwing and Catching (field games)</u> <ul style="list-style-type: none"> • To learn skills for striking and fielding games. • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game 	<u>Active Athletics</u> <ul style="list-style-type: none"> • 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 	

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			coordination) at circuit stations.	• To use ball skills in gamebased activities			
Year 2	<u>Gymnastics</u> <ul style="list-style-type: none"> • 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. 	<u>Dance</u> <ul style="list-style-type: none"> • 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. 	<u>Multi Skills</u> <ul style="list-style-type: none"> • To explore static balancing. • To combine a number of co-ordination drills, using upper and lower body movements with increasing competence. • To aim a variety of balls and equipment accurately and consistently. • To confidently travel in different ways, showing clear transitions between movements. • To maintain balance when changing direction. • To use skills learned in a game. 	<u>Brilliant Ball Skills</u> <ul style="list-style-type: none"> • To use hand-eye coordination 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. 	<u>Throwing and Catching (field games)</u> <ul style="list-style-type: none"> • 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 play a game fairly and in a sporting manner. • To use fielding skills to play a game. 	<u>Active Athletics</u> <ul style="list-style-type: none"> • 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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Year 3	<u>Gymnastics</u>	<u>Dance</u>	<u>Multi Skills</u>	<u>Brilliant Ball Skills</u>	<u>Throwing and Catching (field games)</u>	<u>Active Athletics</u>	
	<ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence. 	<ul style="list-style-type: none"> • To change and maintain centre of balance. • To develop co-ordination whilst moving an object. • To demonstrate agility by being able to twist and turn and change direction. • To practise co-ordination and moving with others. • To use co-ordination skills to move an object. • To use all ABC skills learned so far, to the best of your ability. 	<ul style="list-style-type: none"> • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. • To throw and hit a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. 	<ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for catching a ball and use it in a game. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct batting technique and use it in a game situation. • To consolidate and develop a range of skills in striking and fielding. 	<ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini competition, recording scores. 	

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				<ul style="list-style-type: none"> • To choose and use simple tactics to suit different situations. • To react to situations in ways that make it difficult for opponents to win. 	<ul style="list-style-type: none"> • To practise the correct technique for fielding and use it in a game situation. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. 		
Year 4	<u>Gymnastics</u> <ul style="list-style-type: none"> • 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. 	<u>Dance</u> <ul style="list-style-type: none"> • 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 	<u>Invasion (Football)</u> <ul style="list-style-type: none"> • 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. 	<u>Striking and Fielding (Cricket/Rounders)</u> <ul style="list-style-type: none"> • 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. 	<u>Nimble Nets (Short Tennis)</u> <ul style="list-style-type: none"> • 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 	<u>Young Olympians (Athletics)</u> <ul style="list-style-type: none"> • 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. 	<u>Swimming</u> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To learn to travel in vertical or horizontal position and introduce floats. • To attempt push and glides, any kick action on front and back with or without support aids. • To learn entry and exit, travel further, float and submerge. • To learn to balance, link

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	<ul style="list-style-type: none"> • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. 	components of dance. <ul style="list-style-type: none"> • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • To learn concepts of attack and defence. • To play in a mini competition. 	<ul style="list-style-type: none"> • To use hand-eye coordination 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.	explore when different shots should be played. Learning objective: <ul style="list-style-type: none"> • To play a competitive tennis game. 	<ul style="list-style-type: none"> • 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. 	activities and travel further on whole stroke. <ul style="list-style-type: none"> • To show breath control. • Introduction to deeper water. • Treading water. • To learn how to perform safe self-rescue in different water based situations • To begin to swim a distance of at least 25 metres • Use some strokes effectively, for example, front crawl, backstroke and breaststroke.
Year 5	<u>Gymnastics</u> <ul style="list-style-type: none"> • To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility, strength, 	<u>Dance</u> <ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. 	<u>Invasion (Netball)</u> <ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. 	<u>Striking and Fielding (Cricket)</u> <ul style="list-style-type: none"> • To develop and reinforce skills in batting and fielding. • To carefully select and choose fielding techniques. • To run between the wickets. 	<u>Nimble Nets (Tennis)</u> <ul style="list-style-type: none"> • To identify and apply techniques for hitting a tennis ball. • To develop the techniques for ground strokes and volleys. • To develop a backhand technique 	<u>Young Olympians (Athletics)</u> <ul style="list-style-type: none"> • To use correct technique to run at speed. • To develop the ability to confidently run for distance. • To throw with accuracy and power. 	<u>Swimming</u> <ul style="list-style-type: none"> • 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

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	balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • 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 create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. • To create group dances in unison that reflect the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work.	• To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'getting free' in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass.	• To confidently run, throw and catch. • To develop a safe and effective overarm throw. • To learn batting control. • To use all the skills learned by playing in a mini tournament.	and use it in a game. • To practise techniques for all strokes. • To use the scoring system and court for singles tennis. • To play a tennis game using an overhead serve and the correct selections of shots. • To understand and use doubles scoring in a tennis game.	• To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation.	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. • Perform safe self-rescue in different water based situations • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
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			<ul style="list-style-type: none"> • To learn how to shoot. • To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending. 				
Year 6	<u>Gymnastics</u> <ul style="list-style-type: none"> • To identify and confidently practise gymnastic shapes and balances. • To identify and practise, then perform symmetrical and asymmetrical body shapes. • To confidently construct sequences using balancing and linking movements, both individually and with partnerships. • To use counterbalances and incorporate them into a sequence of movements. 	<u>Dance</u> <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a street dance style. • To confidently demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance style and perform it to a group. • To create a dance as a group, using any street dance moves. • To confidently perform and analyse 	<u>Invasion (Rugby)</u> <ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To confidently work as a team, using ball-handling skills. • To pass and carry a ball efficiently and with increasing competence using balance and coordination. • To use skills learned to play a game of tag rugby. • To confidently apply rules and skills learned to a game. • To play in a mini tag rugby competition. 	<u>Striking and Fielding (Rounders)</u> <ul style="list-style-type: none"> • To confidently throw and catch accurately under pressure. • To use fielding skills to stop the ball effectively. • To practise and reinforce 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. 	<u>Nimble Nets (Tennis/Badminton)</u> <ul style="list-style-type: none"> • 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. 	<u>Young Olympians (Athletics)</u> <ul style="list-style-type: none"> • To investigate a variety of running styles and changes of speed. • To throw effectively with increasing power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns when running. 	<u>Swimming</u> <ul style="list-style-type: none"> • To confidently demonstrate all pool safety skills and competence in water. • To confidently 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 confidently enter and exit, travel further, float and submerge. • To develop balance, link activities and travel further more

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	<ul style="list-style-type: none"> • To confidently perform a range of movements in canon and in unison. • To confidently perform and evaluate own and others' sequences. 	own and others' performance.			<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation. 	confidently on whole stroke. <ul style="list-style-type: none"> • To show confidence and competence with breath control. • Introduction to deeper water. • Treading water. • Perform safe self-rescue in different water based situations (including wearing clothing). • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
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