

Marriott Physical Education Curriculum Progression of Skills Document

The Key Stage statements of 'what children should achieve' at each Key Stage are shown in **black**.

Reference to 'what pupils should be taught' is shown in **red**.

Key Areas	Purpose of study (Aims)	KS1	LKS2	UKS2
Movement	Develop competence to excel in a broad range of physical activities	<p>Develop fundamental movement skills, becoming increasingly confident and competent.</p> <p>Master basic movements such as stopping on feet, running, jumping, sliding, rolling, kicking, trapping, throwing and catching.</p> <p>By the end of KS1 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Move around a space safely at differing speeds avoiding others and obstacles. Travel forwards, backwards, sideways and on different pathways with confidence. Travel in different ways using both their hands and feet at the same time. Stop on their feet in a controlled manner. Master travelling in different ways. For example, hopping, jumping, skipping, galloping and running. Perform the 5 basic jumps (2-2, 2-1, 1-2, 1 to the same foot, 1 to other foot) and begin to perform these movements with increasing control. Balance a bean bag on different body parts. 	<p>Continue to apply and develop a broader range of skills.</p> <p>Use kicking, running, jumping, throwing and catching in isolation and in combination.</p> <p>By the end of lower KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> To some degree dodge and change direction to move away from an opponent. Roll a ball (one handed or two) accurately to both a static or moving object when under some degree of pressure. Throw a ball both underarm and overarm (one handed or two) accurately to a static or moving object when under some degree of pressure. Throw using a variety of different passes e.g. bounce, chest, shoulder pass, behind head etc. Keep a ball up in the air with hands (self-feed or with a partner). With some degree of accuracy kick a ball to a partner over different distances. Dribble a ball with their hand and also with their foot showing increasing control. Control a ball with different parts of the foot and pass a ball while moving with a partner. 	<p>By the end of upper KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Dodge and change direction quickly and efficiently (agility) to evade an opponent. Show precision and accuracy when sending over short and long distances when put under pressure. Consistently catch a ball with two hands and often with one hand. Bowl underarm accurately and begins to bowl overarm with a degree of control. Throw both underarm and overarm with control and accuracy when under pressure. Confidently use a range of passes e.g. bounce, chest, shoulder pass, overhead etc. and select which pass to use when in possession. Choose when to pass or dribble so that they keep possession. Kick, roll and throw objects into a space with accuracy for a partner to run onto. Knows which part of the foot to use when kicking a ball over differing distances for example inside of the foot for short passes and laces for long passes. Use an implement correctly and consistently to hit/strike an object

		<ul style="list-style-type: none"> • Slide a beanbag, kurling stone or roll a ball to a static object or partner with ever increasing control. • Keep a balloon in the air using different body parts both on the spot and on the move. • Bounce or throw object to self, partner or target which is stationary. • Receive and gather a ball that is rolled/bounced/ thrown towards them. • Throw and catch with two hands. • Throw and catch with one hand. • Begin to throw overarm. • Begin to catch an object with one hand. For example a scarf. • Pass a ball in different ways with instruction from the teacher. • Trap a ball with the foot and kick it with some degree of accuracy to a partner or object which is stationary. • Dribble a ball with their hand and dribble a ball with their foot showing some degree of control. • Strike a ball using a self-feed technique at a target. • Begin to use implements to control or move objects with some degree of skillfulness. 	<ul style="list-style-type: none"> • Field a ball gathering the ball as quick as possible in a controlled manner. (attack the ball, pick up, throw) • Bowl underarm accurately and give overarm bowling a go. • Use an implement correctly to control an object and begin to use the implement with control to send an object. • Can shoot at a target with a degree accuracy e.g. set shot in basketball or a penalty kick in football. 	<p>into space or over a net or to a partner.</p> <ul style="list-style-type: none"> • Field a ball quickly and consistently (attack the ball, pick up, throw). • Can shoot at a target with accuracy and confidence e.g. set shot in basketball.
<p>Develop and apply skills and techniques</p>		<p>Access a broad range of opportunities to extend their agility, balance and coordination through <u>games and gymnastics</u>.</p> <p>By the end of KS1 a child at Marriott in Physical Education can:</p>	<p>Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement such as in <u>athletics and gymnastics</u>.</p> <p>By the end of lower KS2 a child at Marriott in Physical Education can:</p>	<p>Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement such as in <u>athletics and gymnastics</u>.</p> <p>By the end of upper KS2 a child at Marriott in Physical Education can:</p>

		<ul style="list-style-type: none"> Name and perform the basic shapes in gymnastics. Perform simple rolls e.g. tuck roll, sideways roll (straight & tucked) and teddy bear roll. Attempt a forward roll with support from a teacher. Perform a forward roll with support from the teacher. Perform simple sequences on own or with a partner using basic traveling moves with some support from the teacher. Perform balances using points and patches. Perform with some degree of accuracy, $\frac{1}{4}$ $\frac{1}{2}$ full turns. Use apparatus safely. Make shapes over, against on and off apparatus. Jump and land from apparatus on their feet. Make wide, long, straight and tucked body shapes. 	<ul style="list-style-type: none"> Begin to show flexibility, strength, technique, control and balance e.g. through athletics, gymnastics and other activities. Begin to understand the appropriate style of running to match the situation e.g. pacing for long distance and sprinting for short distance. Throw and jump for distance with a degree of good technique and control. Jump for height with a degree of good technique and control. Jump on, off and across equipment. Perform rolls with some accuracy and flair. Perform $\frac{1}{4}$, $\frac{1}{2}$ and full turns with accuracy. Perform shaped jumps off apparatus with a degree of control. Use a springboard to jump and land safely. Perform the steps needed to perform a through vault with support from the teacher. Create a sequence both on their own and with a partner or in a group, thinking about changes in level, speed and timing. Balance using different body parts showing control, creativity and flair. Use/link different ways of travelling, and demonstrate body tension effectively. Use apparatus safely. Use matching, mirroring shapes and balances. Be given a theme and produce their own sequence. Setup and put away equipment safely. 	<ul style="list-style-type: none"> Pace themselves over a long distance run and use good sprinting technique for short distances. Combine jumps e.g. hop, step, jump (triple jump) and perform this fluently and consistently. Jump for height demonstrating good technique e.g. bend their knees, explode up and reach out. Jump for distance demonstrating a good technique, bend the knees, swing arms and explode the body forward. Throw with accuracy. Take part in a relay race and exchange the baton correctly. Create sequences on their own or with a partner that are flowing, fluent and expressive. Be given a theme and produce their own complex and extended sequence. Use cannon, unison, counter balance and counter tension in their sequences. Perform rolls with accuracy and flair. Perform $\frac{1}{4}$, $\frac{1}{2}$ and full turns with accuracy from apparatus. Perform shaped jumps from apparatus with good body control and flair. Move and use equipment safely and set up their own activity stations. Use equipment e.g. ribbons or balls in a sequence. Hold shapes that are strong, fluent and expressive. Can vault using a springboard onto or over a piece of apparatus with teacher support. Use apparatus safely and imaginatively.
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<p>Games - Tactics attack/defend</p>		<p>Participate in team games. Develop simple attacking and defending techniques.</p> <p>By the end of KS1 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Follow simple rules of a game. Attack and defend in a 1v1, 2v1 game. Start to think about space and where the best place is to be during a game to receive a pass. Mark a player in a 1 v 1 scenario. 	<p>Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.</p> <p>By the end of lower KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Follow the rules of different games. Play a game of 1 v 1 up to 3 v 3. Start to understand when to pass the ball. Move into a space. Play shots to outwit an opponent. Know and understand that scoring can happen in many different ways. Start to use their voices to signal for a pass. 	<p>Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.</p> <p>By the end of Upper KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Play a game of 1 v 1 up to 5 v 5. Know and decide which passes or shots are best to use and when to use them. Mark an opponent or mark a space. Use their voice confidently to signal for a pass. Start to show with support from the teacher tactical awareness.
<p>Dance</p>		<p>Perform dances using simple movement patterns.</p> <p>By the end of KS1 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Move to music and copy dance moves to create and perform a routine. Move around the space safely. Can change rhythm, speed, level and direction. Dance with some degree of control and coordination. Use dance to show a mood or feeling. 	<p>Perform dances using a range of movement patterns.</p> <p>By the end of lower KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Copy, share and create motifs with a partner or in small and larger groups. Use dance to communicate an idea. Perform the basic actions with greater control, fluency and coordination. 	<p>Perform dances using a range of movement patterns.</p> <p>By the end of upper KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> Perform individual and group dances showing control and flair. Show clarity, fluency and accuracy. To demonstrate and respond to peer teaching. Move appropriately and with the required style in relation to the stimulus e.g. different cultural styles of dance. Work collaboratively to suggest ways of improving performance and composition. Use equipment to enhance in their dance.
<p>OAA</p>				<p>Take part in OAA challenges both individually and within a team.</p>

				<p>By the end of upper KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> • Use simple maps to orientate. • Take part in problem solving and team challenges giving their ideas and opinions. • Listen and give constructive feedback to other children's ideas.
Analysis and evaluation		<p>Are able to recognise what they did well or how they could improve.</p> <ul style="list-style-type: none"> • With the help of teacher feedback and support. 	<p>Learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. E.g. cross country trials, athletics activities (running, jumping and throwing) dance and gymnastics. • Through Teacher feedback and support. • Through peer assessment and discussion. 	<p>Learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. E.g. cross country trials, athletics activities (running, jumping and throwing) dance and gymnastics. • Through Teacher feedback and support. • Through peer assessment and discussion.
Health and fitness	Are physically active for sustained periods of time Lead healthy, active lives	<p>By the end of KS1 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> • Describe what's happening to their heart during exercise. • Understand why we exercise. • Explain what their body needs to keep healthy. • Have time to take part in activities that are good for body and mind such as activate, go noodle, jump start jonny. 		<p>By the end of KS2 a child at Marriott in Physical Education can:</p> <ul style="list-style-type: none"> • Understand and explain why exercise is good for their health and its effect on the body. • Understand the need to warm up and cool down. • Have time to take part in activities that are good for body and mind such as the daily mile.
Preparation for life and participation		<p>Access a broad range of opportunities.</p> <ul style="list-style-type: none"> • Introduce children to lots of fun ways to move and playing games. • A varied curriculum is offered. 	<p>Develop the confidence and interest to get involved in exercise, sports and activities during school and also out of school and in later life.</p> <ul style="list-style-type: none"> • Take part in activities during school hours e.g. physical education, intra and inter opportunities. 	<p>Develop the confidence and interest to get involved in exercise, sports and activities during school and also out of school and in later life.</p>

		<ul style="list-style-type: none"> Health week, assemblies, visitors, festivals, working with older students. 	<ul style="list-style-type: none"> Take part in competitive sports, and activities outside school through community links or sports clubs. Health week, assemblies, visitors, festivals, working with older students. 	<ul style="list-style-type: none"> Take part in activities during school hours e.g. physical education, intra and inter opportunities. Take part in competitive sports, and activities outside school through community links or sports clubs. Health week, assemblies, visitors, festivals, working with older students.
Cooperation (social)	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	<p>(Work) individually and with others. Engage in cooperative physical activities.</p> <ul style="list-style-type: none"> This is done throughout the Physical Education curriculum in all activities through a varied menu of activities. 	<p>(Enjoy) communicating, collaborating with each other and within a team.</p> <ul style="list-style-type: none"> This is done throughout the Physical Education curriculum in all activities through a varied menu of activities. 	<p>(Enjoy) communicating, collaborating with each other and within a team.</p> <p>This is done throughout the Physical Education curriculum in all activities through a varied menu of activities.</p>
Competition	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport... Engage in competitive sports and activities	<p>Engage in competitive physical activities (both against self and against others)</p> <ul style="list-style-type: none"> This is done through Physical Education activities and games and through our intra and inter competitions. All children are given an opportunity to compete. 	<p>(enjoy) competing with each other</p> <ul style="list-style-type: none"> This is done through Physical Education activities and games and through our intra and inter competitions. All children are given an opportunity to compete. 	<p>(enjoy) competing with each other</p> <p>This is done through Physical Education activities and games and through our intra and inter competitions. All children are given an opportunity to compete.</p>
Swimming			<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform safe self-rescue in different water-based situations. 	

Sportsmark	When applying for Sportsmark as a celebration of all the work done in Physical Education, Physical Activity and School Sport there is a theme of Personal Challenge for students. Our students complete several Personal Challenges throughout the year, linked to the activity they are participating in e.g. number of jumps in Speed Bounce and trying to improve it each week or increasing the number of accurate throws & catches in Sending and Receiving.	
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