

PE ASSESSMENT Progression document

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	<p><b><u>GYMNASTICS:</u></b></p> <p>Has developed confidence in fundamental movements</p> <p>Has basic experience jumping, sliding, rolling, moving over, under and on apparatus</p> <p>Has developed a basic level of coordination and gross motor skills</p> <p>Has learnt and refined a variety of shapes, jumps, balances and rolls</p> <p>Can link simple balance, jump and travel actions</p>	<p><b><u>DANCE:</u></b></p> <p>Can recognise that actions can be reproduced in time to music; beat patterns and different speeds.</p> <p>Can perform a wide variety of dance actions both similar and contrasting.</p> <p>Can copy, repeat, and perform simple movement patterns.</p> <p>Can count and move to beats of 8 with support.</p> <p>Can work as an individual, in partners, and as a group.</p>	<p><b><u>BODY MANAGEMENT:</u></b></p> <p>Explore balance and managing own body including manipulating small objects.</p> <p>Able to stretch, reach, extend in a variety of ways and positions.</p> <p>Able to control body and perform specific movements on command.</p> <p>Has explored a variety of rolling, sliding and slithering.</p> <p>Can jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations.</p> <p>Able to participate in a variety of small group co-operative activities.</p>	<p><b><u>SPEED, AGILITY AND TRAVEL:</u></b></p> <p>Can travel with some control and coordination.</p> <p>Can change direction at speed through both choice and instructions.</p> <p>Can perform actions demonstrating changes in speed.</p> <p>Can stop, start, pause, prepare for and anticipate movement in a variety of situations.</p> <p>Can recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.</p> <p>Can relate body movements to music and percussion beats.</p>	<p><b><u>MANIPULATION AND COORDINATION:</u></b></p> <p>Can send and receive a variety of objects with different body parts.</p> <p>Can work with others to control objects in space.</p> <p>Can coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p>Can coordinate similar objects in a variety of ways</p> <p>Are able to change the ways they manoeuvre objects</p> <p>Can skip in isolation and with rope</p>	<p><b><u>COOPERATE AND SOLVE PROBLEMS:</u></b></p> <p>Can organise and match various items, images, colours and symbols</p> <p>Can work with a partner to listen, share ideas, question and choose</p> <p>Can collect, distinguish and differentiate colours and create a shape as a team</p> <p>Can move confidently and cooperatively in space. Travel in a range of ways</p>

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<p>Year 1</p>	<p><b><u>GYMNASTICS:</u></b></p> <p>Can identify and use simple gymnastics actions and shapes.</p> <p>Can apply basic strength to a range of gymnastics actions.</p> <p>Has begun to carry basic apparatus such as mats and benches.</p> <p>Can recognise like actions and link them together.</p> <p>Can perform a variety of basic gymnastics actions showing control.</p> <p>Can turn, twist, spin, rock and roll and link these into movement patterns (intro).</p> <p>Has begun to perform longer movement phrases and link with confidence</p>	<p><b><u>DANCE</u></b></p> <p>Can respond to a range of stimuli and types of music</p> <p>Can explore space, direction, levels and speeds</p> <p>Can experiment creating actions and performing movements with different body parts</p> <p>Able to build simple movement patterns from given actions</p> <p>Can compose and link actions to make simple movement phrases</p> <p>Can respond appropriately to supporting concepts such as canon and levels</p>	<p><b><u>ATTACK, DEFEND AND SHOOT</u></b></p> <p>Practice basic movements including running, jumping, throwing and catching</p> <p>Begun to take part in competitive activities fairly and with good sportsmanship</p> <p>Able to see an improved level of agility, balance and coordination</p> <p>Can recognise rules and apply them in competitive and cooperative games.</p> <p>Can use and apply simple strategies for invasion games.</p> <p>Can prepare for, and explaining the reasons why we enjoy exercise</p>	<p><b><u>HIT, CATCH AND RUN</u></b></p> <p>Able to hit objects with hand or bat.</p> <p>Can track and retrieve a rolling ball.</p> <p>Can throw and catch a variety of balls and objects.</p> <p>Can use sending and receiving skills to benefit fielding as a team.</p> <p>Can distinguish between the roles of batters and fielders.</p> <p>Has a basic understanding of the concept of simple tactics.</p>	<p><b><u>SEND AND RETURN</u></b></p> <p>Able to send an object with increased confidence using hand or bat.</p> <p>Move towards a moving ball to return.</p> <p>Sending and returning a variety of balls.</p> <p>Develop sending skills with a variety of balls</p> <p>Track, intercept and stop a variety of objects such as balls and beanbags</p> <p>Select and apply skills to beat the opposition</p>	<p><b><u>RUN, JUMP AND THROW</u></b></p> <p>Can begin to link running and jumping.</p> <p>Can use a variety of running techniques which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances.</p> <p>Has an increase in stamina and core strength needed to undertake athletics activities</p> <p>Can take part in a broad range of opportunities to extend strength, balance, agility and coordination</p> <p>Can cooperate with others to carry out more complex physical activities</p>
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<p>Year 2</p>	<p><b><u>GYMNASTICS:</u></b></p> <p>Can describe and explain how performers can transition and link gymnastic elements</p> <p>Can perform with control and consistency basic actions at different speeds and on different levels</p> <p>Can challenge themselves to develop strength and flexibility</p> <p>Can create and perform a simple sequence that is judged using simple gymnastic scoring</p> <p>Has developed body management through a range of floor exercises</p> <p>Can use core strength to link recognised gymnastics elements, e.g., back support and half twist</p> <p>Can attempt to use rhythm while performing a sequence</p>	<p><b><u>DANCE:</u></b></p> <p>Can describe and explain how performers can transition and link shapes and balances</p> <p>Can perform basic actions with control and consistency at different speeds and on different levels</p> <p>Can challenge themselves to move imaginatively responding to music</p> <p>Can work as part of a group to create and perform short movement sequences to music</p> <p>Can explain the importance of emotion and feeling in dance</p> <p>Can use the stimuli to copy, repeat and create dance actions and motifs</p>	<p><b><u>ATTACK, DEFEND AND SHOOT!</u></b></p> <p>Can send a ball using feet and can receive a ball using feet.</p> <p>Can refine ways to control bodies and a range of equipment.</p> <p>Can recall and link combinations of skills, e.g. dribbling and passing.</p> <p>Can select and apply a small range of simple tactics</p> <p>Can recognise good quality in self and others</p> <p>Can work with others to build basic attacking play</p>	<p><b><u>HIT, CATCH AND RUN</u></b></p> <p>Can hit balls with a variety of different equipment.</p> <p>Can practice feeding/bowling skills</p> <p>Can hit and run to score points in games</p> <p>Can work on a variety of ways to score runs in the different hit, catch, run games</p> <p>Can work in teams to field</p> <p>Can begin to play the role of wicketkeeper or backstop</p>	<p><b><u>SEND AND RETURN</u></b></p> <p>Can track the path of a ball over a net and move towards it</p> <p>Can begin to hit and return a ball using a variety of hand and racquet with some consistency</p> <p>Can throw, catch and send over a net.</p> <p>Can make it harder for an opponent to score a point.</p> <p>Can begin to choose tactics appropriate to the situation.</p> <p>Has an improved level of agility and coordination and can use it in a game</p>	<p><b><u>RUN AND JUMP</u></b></p> <p>Can show developed power, agility, coordination and balance over a variety of activities</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs</p> <p>Can improve running and jumping movements for sustained periods of time</p> <p>Can reflect on activities and make connections between a healthy active lifestyle</p> <p>Can improve on jumping for distance and height</p>
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<p>Year 3</p>	<p><b><u>GYMNASTICS</u></b></p> <p>Can modify actions independently using different pathways, directions and shapes</p> <p>Can consolidate and improve the quality of movements and gymnastics actions</p> <p>Can relate strength and flexibility to the actions and movements they are performing</p> <p>Can use basic compositional ideas to improve sequence work—unison Identify similarities and differences in sequences</p> <p>Can develop body management over a range of floor exercises</p> <p>Has attempted to bring explosive moves into floor work through jumps and leaps</p> <p>Has shown increasing flexibility in shapes and balances</p>	<p><b><u>TAG RUGBY</u></b></p> <p>Can handle a rugby ball with confidence</p> <p>Able to evade attackers using footwork and body control</p> <p>Can link skills to perform as a team in attack</p> <p>Can use basic game principles of tag rugby and play within simpler rules</p> <p><b><u>DANCE</u></b></p> <p>Able to practise different sections of a dance aiming to put together a performance</p> <p>Able to perform using facial expressions</p> <p>Able to perform with a prop</p>	<p><b><u>OAA</u></b></p> <p>Able to work with others to solve problems</p> <p>Able to describe their work and use different strategies to solve problems</p> <p>Able to lead others and be led</p> <p>Able to differentiate between when a task is competitive and when it is collaborative</p>	<p><b><u>NETBALL</u></b></p> <p>Can perform basic netball skills such as passing and catching using recognised throws</p> <p>Can use space efficiently to build attacking play</p> <p>Can implement the basic rules of netball</p> <p>Can apply defensive and attacking strategies</p> <p>Can run, jump and throw with control and accuracy</p> <p><b><u>TENNIS</u></b></p> <p>Can identify and describe some rules of tennis.</p> <p>Can serve to begin a game</p> <p>Can explore forehand hitting</p>	<p><b><u>CRICKET</u></b></p> <p>Able to adhere to some of the basic rules of cricket</p> <p>Able to hit and send a ball using a range of equipment</p> <p>Able to catch balls at speed, moving towards them</p> <p>Able to use basic skills with more consistency including striking a bowled ball</p> <p><b><u>ROUNDERS</u></b></p> <p>Able to follow game rules accurately and fairly</p> <p>Able to make decisions relating to a game context</p> <p>Able to bowl, hit and field a ball accurately</p> <p>Able to work as a team and collaborate tactics</p>	<p><b><u>Athletics</u></b></p> <p>Can control movements and body actions in response to specific instructions</p> <p>Can demonstrate agility and speed</p> <p>Can jump for height and distance</p> <p>Can jump with control and balance</p> <p>Can throw with speed and power and apply appropriate force</p>
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<p>Year 4</p>	<p><b><u>GYMNASTICS</u></b></p> <p>Is increasingly competent and confident to perform skills more consistently</p> <p>Able to perform in time with a partner and group</p> <p>Can use compositional ideas in sequences such as changes in height, speed and direction</p> <p>Has developed an increased range of body actions and shapes to include in a sequence</p> <p>Can define muscles groups needed to support the core of their body</p> <p>Can refine taking weight on small and large body parts, for example, hand and shoulder</p>	<p><b><u>TAG – RUGBY</u></b></p> <p>Able to consistently perform basic tag rugby skills</p> <p>Able to implement rules</p> <p>Able to develop tactics in competitive situations</p> <p>Able to increase speed and build endurance during gameplay</p>	<p><b><u>DANCE</u></b></p> <p>Able to work to include freeze frames in routines</p> <p>Able to practise and perform a variety of different formations in dance</p> <p>Able to develop a dance to perform as a group with a set starting position</p>	<p><b><u>NETBALL</u></b></p> <p>Able to introduce high five netball positions</p> <p>Able to acquire and apply basic shooting techniques</p> <p>Able to demonstrate and implement some basic rules of high five</p> <p>Able to develop netball skill such as marking and footwork</p> <p><b><u>HOCKEY</u></b></p> <p>Able to consistently perform basic hockey skills such as dribbling and push pass</p> <p>Able to implement the basic rules of hockey</p> <p>Able to develop tactics and apply them in competitive situations</p> <p>Able to increase speed and endurance during gameplay</p>	<p><b><u>ROUNDERS</u></b></p> <p>Able to develop the range of rounders skills that can apply in a competitive context</p> <p>Can choose and use a range of simple tactics in isolation and a game context</p> <p>Can identify different positions in rounders and the roles of those positions</p> <p><b><u>TENNIS</u></b></p> <p>Can explore different shots (forehand, backhand)</p> <p>Has begun to work to return the serve</p> <p>Able to know the positions in gameplay</p>	<p><b><u>Athletics</u></b></p> <p>Can show improvement in running, jumping and throwing abilities</p> <p>Able to independently investigate ways to improve skills</p> <p>Able to compare different styles of running, jumping and throwing</p> <p>Able to use equipment to record scores and records</p>
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<p>Year 5</p>	<p><b><u>TAG-RUGBY</u></b></p> <p>Can combine basic tag rugby skills such as catching and quickly passing in one movement</p> <p>Can select and implement appropriate skills in a game situation</p> <p>Can begin to play effectively when attacking and defending</p> <p>Can begin to choose appropriate tactics for the game situation</p> <p>Can increase the power of passes so the ball can be moved quickly over greater distance</p>	<p><b><u>HANDBALL</u></b></p> <p>Can confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal</p> <p>Can begin to play effectively in different positions on the pitch in both attack and defence</p> <p>Can increase power and strength of passes, moving the ball over longer distances</p> <p>Can use a wide range of handball rules consistently</p> <p><b><u>YOGA</u></b></p> <p>Can recognise yoga as having a positive impact on mental health</p> <p>Can begin to recognise muscle groups being used</p> <p>Can use yoga as a mindfulness activity, ensuring constant breathing techniques</p> <p>Can develop core strength through a range of held movements</p>	<p><b><u>DANCE</u></b></p> <p>Can perform different styles of dance fluently and clearly</p> <p>Able to refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression</p> <p>Can work collaboratively in groups to compose simple dances</p> <p>Can recognise and comment on dances suggesting ideas for improvement</p>	<p><b><u>OAA</u></b></p> <p>Can work well in a team or group within defined and understood roles</p> <p>Can plan and refine strategies to solve problems</p> <p>Can identify the relevance of and use maps, compass and symbols</p> <p>Can identify what they do well and suggest what they could do to improve</p> <p><b><u>HOCKEY</u></b></p> <p>Can combine basic hockey skills such as dribbling and push pass</p> <p>Can select and apply skills in a game situation confidently</p> <p>Can play effectively in different positions on the pitch including in defence</p> <p>Can increase power and strength of passes, moving the ball over longer distances</p>	<p><b><u>Netball</u></b></p> <p>Can follow High 5 Netball rules regarding positioning</p> <p>Has acquired and applied basic shooting techniques</p> <p>Can demonstrate and implement some basic rules of high five</p> <p>Can develop netball skill such as marking and footwork</p> <p>Can develop skills as an umpire, picking up on fouls</p> <p><b><u>TENNIS</u></b></p> <p>Begun to perform Volley shots and Overhead shots</p> <p>Can apply new shots into game situations</p> <p>Can play with others to score and defend points in competitive games</p> <p>Has further, explored Tennis service rules</p>	<p><b><u>ATHLETICS</u></b></p> <p>Able to sustain pace over short and longer distances such as running 100m and running for 2 minutes</p> <p>Able to run as part of a relay team working at their maximum speed</p> <p>Able to perform a range of jumps and throws demonstrating increasing power and accuracy</p> <p><b><u>BAT AND BALL</u></b></p> <p>Can link together a range of skills and use in combination.</p> <p>Can collaborate with a team to choose, use and adapt rules in games.</p> <p>Can recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</p>
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<p>Year 6</p>	<p><b><u>TAG-RUGBY</u></b></p> <p>Can choose and implement a range of strategies and tactics to attack and defend</p> <p>Can combine and perform more complex skills at speed</p> <p>Can observe, analyse and recognise good individual and team performances</p> <p>Can suggest, plan and lead a warm-up as a small group</p>	<p><b><u>HOCKEY</u></b></p> <p>Can confidently control a ball using a hockey stick</p> <p>Can use blocking and defending strategies within a game</p> <p>Can grip the hockey stick correctly</p> <p>Can recognise and describe good individual and team performances</p> <p><b><u>GYMNASTICS</u></b></p> <p>Can lead group warm-up showing understanding of the need for strength and flexibility</p> <p>Can demonstrate accuracy, consistency, and clarity of movement</p> <p>Can work independently and in small groups to make up own sequences</p> <p>Can arrange own apparatus to enhance work and vary compositional ideas</p> <p>Has experienced flight on and off of high apparatus</p>	<p><b><u>DANCE</u></b></p> <p>Can recognise that actions can be reproduced in time to music; beat patterns and different speeds.</p> <p>Can perform a wide variety of dance actions both similar and contrasting.</p> <p>Can copy, repeat, and perform simple movement patterns.</p> <p><b><u>NETBALL</u></b></p> <p>Can work as a team to improve group tactics and gameplay</p> <p>Can play within the rules using blocking skills for shots and passes</p> <p>Has developed defensive skills</p>	<p><b><u>HANDBALL</u></b></p> <p>Can work as a team to improve group tactics and gameplay</p> <p>Can play within the rules using screening to break down offensive play</p> <p>Has a high understanding of defensive strategies and when they should be used</p> <p>Can choose passes, movements and shots which are most suitable to the situation</p> <p>Can throw accurately and consistently with increasing force</p> <p><b><u>YOGA</u></b></p> <p>Able to demonstrate high levels of core strength</p> <p>Able to increase flexibility through breathing techniques</p> <p>Able to use yoga as a mindfulness technique</p>	<p><b><u>OAA</u></b></p> <p>Can use information given by others to complete tasks and work collaboratively</p> <p>Can undertake more complex tasks with confidence</p> <p>Can take responsibility for a role in a task and delegate to others</p> <p>Can use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games</p> <p><b><u>ROUNDERS</u></b></p> <p>Can apply rounders rules consistently in conditioned games</p> <p>Can play small sided games using standard rounders pitch layout</p> <p>Can use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p>	<p><b><u>TENNIS</u></b></p> <p>Can develop backhand shots</p> <p>Can introduce the lob</p> <p>Has begun to use full tennis scoring systems</p> <p>Has continued developing doubles play and tactics to improve</p> <p><b><u>ATHLETICS</u></b></p> <p>Are confident and expert in a range of techniques and recognise their success</p> <p>Can apply strength and flexibility to a broad range of throwing, running and jumping activities</p> <p>Can work in collaboration and demonstrate improvement when working with self and others</p> <p>Can accurately and confidently judge across a variety of activities</p>
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