



South Camberley PE Assessment



Hand - (Physically competent, age/stage relevant development, physically active competitive)

Novice	Beginner		Improver		Advanced	
EYFS	1	2	3	4	5	6
FUNDAMENTALS	FUNDAMENTALS	FUNDAMENTALS				
<p>I can experiment with different ways of moving e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>I can send & receive a ball by rolling from hand & striking with foot.</p> <p>I can aim & throw an object underarm.</p> <p>I can catch balloon/bean bag & sometimes a bouncing ball.</p>	<p>I can listen to & follow instructions.</p> <p>I can show an awareness of the safe use of space.</p> <p>I can handle small games equipment with increasing control.</p> <p>I can practice basic movements including running, jumping, throwing and catching, as well as develop balance, agility and co-ordination.</p> <p>I can begin to apply these in a range of activities.</p>	<p>I can show different ways of travelling and be able to change direction.</p> <p>I can master basic movements including running, jumping, throwing and catching, as well as develop balance, agility and co-ordination.</p> <p>Link a number of FMS within a competitive task against an opponent.</p> <p>Able to transfer FMS across a few sports, using a variety of objects.</p>	<p>Further developed through specific sports</p>			
SPACIAL AWARENESS	INVASION	INVASION	INVASION	INVASION	INVASION	INVASION
<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>I can manage space safely showing good awareness of each other.</p>	<p>I can move with speed and intent into spaces to chase and dodge other people.</p>	<p>I can apply skills in small competitive games.</p> <p>I can choose and use a range of simple</p>	<p>I can use skills effectively as an individual and in specific small-sided or modified games.</p>	<p>I can apply skills with fluency and accuracy in competitive games with greater participants.</p>	<p>I can use games skills with competence and consistency.</p> <p>I can show confident ability to attack and</p>



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<p>I can experiment with different ways of moving.</p> <p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>I can run straight and, on a curve, and dodge with correct technique.</p> <p>I can kick, catch, throw and bounce with a little bit of control and direction.</p> <p>I can work with a partner or small group and direct a ball to travel towards them with some control and accuracy.</p>	<p>I can demonstrate good invasion/ evasion strategies to outwit an opponent.</p> <p>I can perform some dribbling skills with hands and feet using space.</p> <p>I can pass a ball accurately (hands & feet) over longer distances to a team mate.</p>	<p>attacking and defending tactics.</p> <p>I know the rules of the games I play and begin to adapt and refine these.</p> <p>I can adapt skills and tactics to suit the situation in a game.</p>	<p>I can understand how to attack and defend in a range of games situations and use a variety of simple tactics for attacking well.</p> <p>I can play modified, competitive games, i.e. football, hockey including those that have been created.</p> <p>I can successfully choose and vary skills and tactics to suit the situation in a game.</p>	<p>I can be an effective member of a team and apply clear principles of team tactics to defend and attack.</p> <p>I can play modified, competitive games, i.e. football, hockey including those that have been created.</p> <p>I can begin to adapt tactics and vary skills to suit game scenario (score, strengths and weaknesses, opposition)</p>	<p>defend in a range of games situations and use a variety of tactics for attacking well.</p> <p>I can create own competitive game that requires attack and defence tactical strategy.</p> <p>I can adapt tactics and vary skills to suit game scenario and communicate this collectively (score, strengths and weaknesses, opposition)</p>
DANCE	DANCE	DANCE	DANCE	DANCE	DANCE	DANCE
<p>I can travel in different ways.</p> <p>I can use basic vocabulary relating to space and travel.</p> <p>I can use body parts to create different shapes.</p>	<p>I can copy and explore basic movements and patterns.</p> <p>I can remember simple movements and steps.</p> <p>I can link movements to a range of stimuli.</p> <p>I can use characters and narrative to perform.</p>	<p>I can copy and explore basic movements and patterns with control.</p> <p>I can use different levels and change speed in relation to stimuli.</p> <p>I can respond imaginatively to stimuli.</p>	<p>I can begin to improvise independently to create a simple dance.</p> <p>I can begin to improvise with a partner to create a simple dance.</p> <p>I can translate ideas from stimuli into</p>	<p>I can improvise with a partner or on their own.</p> <p>I can begin to create a longer dance sequence in a large group.</p> <p>I can demonstrate precision and control.</p>	<p>I can begin to use expression when moving.</p> <p>I can demonstrate strong movements through a sequence.</p> <p>I can combine flexibility techniques and movements to create sequences.</p>	<p>I can exaggerate movements using expression.</p> <p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate creativity and imagination when sharing ideas.</p>



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	<p>I can use basic vocabulary related to travelling, direction, space.</p>	<p>I can use body parts to create different shapes.</p> <p>I am aware and use space effectively.</p> <p>I can change direction in a sequence.</p>	<p>movement with support.</p>	<p>I can begin to vary dynamics and develop actions.</p> <p>I can demonstrate spatial awareness and rhythm.</p>	<p>I can move appropriately in relation to stimuli.</p> <p>I can begin to show changes of pace and timing.</p> <p>I can use space effectively.</p> <p>I can improvise with confidence.</p>	<p>I can demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility techniques and movements to create sequences,</p> <p>I can move appropriately in relation to stimuli.</p> <p>I can show changes of pace and timing of movements.</p> <p>I can move to the beat accurately.</p> <p>I can dance with fluency, linking all movements and ensuring they flow.</p>
GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS
<p>I can jump off an object and land appropriately.</p> <p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can balance on small/large body parts & understand stillness.</p>	<p>I can explore movement actions and compositional ideas linking them together in sequence.</p> <p>I can explore gymnastic actions and shapes.</p>	<p>I can demonstrate gymnastic moves to extend my agility, balance and coordination, individually and with others.</p> <p>I can link together a number of gymnastic actions into a</p>	<p>I can build on prior opportunities and begin to develop flexibility, strength, technique, control and balance.</p> <p>I can identify and practise body shapes.</p>	<p>I can build on prior opportunities and develop flexibility, strength, technique, with increasing control and balance.</p> <p>I can construct and evaluate sequences using balancing and</p>	<p>I can develop flexibility, strength, technique, control and balance with increasing control and agility.</p> <p>I can use gymnastic skills in sequences (including balancing)</p>	<p>I can develop more flexibility, strength, technique, control and balance with increasing control and agility.</p> <p>I can design, create and evaluate imaginative sequences</p>



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<p>I can make large and small body shapes.</p> <p>I can climb & hang from apparatus.</p> <p>I can perform basic travelling actions on various body parts.</p>	<p>I can explore travelling on benches.</p> <p>I can demonstrate basic jumps and simple combinations including with a partner.</p> <p>I can balance on parts and points of the body using the floor and hold balance.</p>	<p>sequence, with flow and control.</p> <p>I can explore gymnastic actions and shapes and meet challenges with increasing confidence and success.</p> <p>I can explore ways of travelling using large apparatus.</p> <p>I can demonstrate a broader range of jumps and combinations including with a partner.</p> <p>I can balance on isolated parts of the body using the floor and hold balance.</p>	<p>I can explore jumping techniques and link them with other gymnastic actions, on the floor and on apparatus.</p> <p>I can hold simple balances through synchronised partner work.</p>	<p>linking movements to music.</p> <p>I can explore and practise symmetrical and asymmetrical body shapes.</p> <p>I can show a range of jumping techniques and link them with other gymnastic actions to form a sequence, on the floor and on apparatus.</p> <p>I can use counterbalances and incorporate them into a sequence of movements.</p>	<p>with greater precision, fluency and consistency and evaluate others.</p> <p>I can identify and practise symmetrical and asymmetrical body shapes.</p> <p>I can develop skills for movement, including rolling, bridging, ways of jumping and dynamic movement.</p> <p>I can use counterbalances and incorporate them into a sequence of movements.</p>	<p>(including balancing) and develop them in more challenging circumstances.</p> <p>I can identify and practise symmetrical and asymmetrical body shapes with control.</p> <p>I can refine my skills for movement, including rolling, bridging, ways of jumping and dynamic movement.</p> <p>I can use counterbalances and incorporate them into a sequence of movements.</p>
ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS
<p>I can explore different ways of moving.</p> <p>I can practise running from one cone to another over a set distance.</p>	<p>I can demonstrate methods of travelling.</p> <p>I can move and run at different speeds with some control and change direction.</p>	<p>I can demonstrate and evaluate methods of travelling.</p> <p>I can move and run at different speeds with quick transition.</p>	<p>I can identify a range of ways of travelling.</p> <p>I can run with agility and confidence for distance.</p>	<p>To identify a range of ways of travelling and develop your technique.</p> <p>I can run in different directions and at</p>	<p>I can apply a range of ways of travelling and develop my technique.</p> <p>I can use correct running technique and appropriate speed for relay running.</p>	<p>I can apply a range of ways of travelling and coach another, considering footwork, balance and technique.</p>



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<p>I can complete a standing jump</p>	<p>I can demonstrate basic jumps and simple combinations.</p> <p>I can demonstrate different types of throwing for accuracy and distance.</p>	<p>I can demonstrate different types of jump, in combination - including with a partner.</p> <p>I can demonstrate different types of throwing for accuracy and distance.</p>	<p>I can practise the best jumping techniques for distance.</p> <p>I can throw different objects in a variety of ways.</p> <p>I can hurdle an obstacle and maintain effective running style.</p> <p>I can compete in a mini competition, recording scores.</p>	<p>different speeds, at distance.</p> <p>I can evaluate and demonstrate the best jumping techniques for distance.</p> <p>I can improve my throwing technique using different objects.</p> <p>I can understand the relay and passing the baton.</p> <p>I can compete in a full class competition, recording scores.</p>	<p>I can practise throwing with power and accuracy.</p> <p>I can apply skills to a range of competitive scenarios, with athletic equipment.</p> <p>I can show that I understand basic athletic tactics by starting to vary the way I respond when competing.</p>	<p>I can investigate running styles and changes of speed when running in a competitive situation.</p> <p>I can understand which technique is most effective when jumping for distance.</p> <p>I can safely throw with accuracy and power and improve the distance of a pull throw.</p> <p>I can apply skills to a range of competitive scenarios, with athletic equipment.</p> <p>I can use athletic tactics to vary the way I respond when competing.</p>
NET/WALL/STRIKING/ FIELDING	NET/WALL/STRIKING/ FIELDING	NET/WALL/STRIKING/ FIELDING	NET/WALL/STRIKING/ FIELDING	NET/WALL/STRIKING/ FIELDING	NET/WALL/STRIKING/ FIELDING	NET/WALL/STRIKING/ FIELDING
<p>I can aim & throw object underarm.</p> <p>I can use my hand to strike a bean bag or ball and move</p>	<p>I can send an object with increased confidence using hand or bat.</p>	<p>I can demonstrate basic sending skills in isolation and small games.</p>	<p>I can attempt to serve to begin a game. e.g. underarm.</p> <p>I can play a continuous game using: throwing</p>	<p>I can explore shots on both sides of the body and attempt with confidence; introduction of</p>	<p>I can play a range of basic shots on both sides of the body, move feet to hit ball.</p>	<p>I can use forehand, backhand and overhead shots with more confidence in games.</p>



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<p>towards a scoring area.</p> <p>I can begin to use a bat to hit a ball or bean bag.</p>	<p>I can move towards a moving ball to return with hand or bat.</p> <p>I can score points against opposition over a line/net.</p> <p>I can select and apply skills to win points.</p> <p>I can chase, stop and control balls and other objects such as beanbags and hoops.</p> <p>I can identify space to send a ball.</p> <p>I can practise accuracy of throwing and consistent catching</p> <p>I can use fielding skills to play a game</p>	<p>I can track the path of a ball over a line/net and move towards it.</p> <p>I can hit a ball using both hand and racquet with some consistency.</p> <p>I can return a ball coming towards them using hand or racquet.</p> <p>I can play in a modified game send and returning the ball over a line/barrier.</p> <p>I can develop catching skills and throw a ball for distance.</p> <p>I can use fielding skills to play a game.</p>	<p>and catching or some simple hitting.</p> <p>I can keep count/score of a game.</p> <p>I can play within boundaries; use a small range of basic racquet/batting skills; move towards a ball to return over a line/net.</p> <p>I can practise the correct technique for fielding and use it in a game situation.</p> <p>I can consolidate the throwing, catching and batting skills already learned.</p> <p>I know how to play a striking and fielding game competitively and fairly.</p>	<p>forehand and backhand.</p> <p>I can use a small range of batting/racquet/hand skills.</p> <p>I can work with a partner/small groups to return or strike a served/bowled ball.</p> <p>I can play competitively with others and against others in modified games.</p> <p>I can use basic defensive tactics to defend the court i.e. moving to different positions on the court.</p> <p>Choose ways to send/strike the ball to make it difficult for opponent to return or catch.</p> <p>I can develop and investigate different ways of throwing, and</p>	<p>I can play modified games sending/striking and returning/catching a ball.</p> <p>I can play with others with some flow to the game, keeping track of our own scores.</p> <p>I can recognise where to stand on the court when playing on my own and with others.</p> <p>I can apply some control when returning the ball including foot placement, shot selection and aim.</p> <p>I can develop the skills in batting and fielding and choose fielding techniques.</p> <p>I can run, throw and catch and develop a safe and effective overarm throw.</p>	<p>I can make appropriate choices in games about the best shot to use.</p> <p>I can start games with the appropriate serve.</p> <p>I can use full scoring systems.</p> <p>I can apply tactics in games effectively.</p> <p>I can throw and catch under pressure.</p> <p>I can use fielding skills to stop the ball effectively.</p> <p>I can play in a tournament and work as team, using tactics in order to beat another team.</p>
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				<p>to know when each is appropriate.</p> <p>To develop fielding skills and understand their importance when playing a game.</p>		
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Head - (Decision-maker, analytical, confident, independent thinker)

Novice	Beginner		Improver		Advanced	
EYFS	1	2	3	4	5	6
<p>Excited about taking part in PE lessons and talk about what you like.</p> <p>Say what they are good at.</p> <p>Say what they could be even better at.</p>	<p>Begin to play small team games and think about making decisions during the game.</p> <p>Describe your own performance and what you are good at.</p> <p>Watch, copy and explain what peers have done.</p> <p>Apply fundamental skills to other activities.</p>	<p>Gain confidence in PE lessons and discuss what you are good at and ways to improve.</p> <p>Talk about the decisions you have made and decisions others have made (starting to inform analysis).</p> <p>Can show how to exercise safely.</p> <p>Apply fundamental skills to other activities with increasing confidence.</p>	<p>Beginning to learn the rules of the game and use them honestly.</p> <p>Explain how strength and suppleness affect performance.</p> <p>Use a greater number of own ideas for movement in response to a task.</p> <p>Develop simple tactics of attacking and defending.</p> <p>Begin to compare, evaluate and suggest improvements to own and others performances.</p> <p>Assist in leading small group activities.</p>	<p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p> <p>Make decisions on simple tactics for different situations.</p> <p>Comment and evaluate their own and others performances.</p> <p>Suggest improvements to my own and others work in a constructive way.</p> <p>Lead small group activities.</p>	<p>Begin to combine own work with that of others, identifying strengths & weaknesses.</p> <p>Modify techniques to improve your own and your team performance.</p> <p>Understand the need for tactics and have begun to select and apply some tactics successfully.</p> <p>Devise and carry out small group warm ups.</p> <p>Introduce umpiring and scoring.</p>	<p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Analyse and explain in detail why a certain skill has been chosen.</p> <p>Make quick decisions regarding how and when to attack/defend during a competitive game.</p> <p>Know how space changes within a game and when and how to move into changing spaces.</p> <p>Begin to choose and use different formations to suit the needs of a game.</p> <p>Prepare and lead a warm up or cool down, explain how the body reacts differently to different exercise.</p>



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Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Novice EYFS	Beginner		Improver		Advanced	
	1	2	3	4	5	6
Describe how my body feels during exercise.	Start to work as part of team.	I can start to describe why those changes are happening in more detail e.g. "I am sweating which is my body's way of trying to cool me down so I don't over heat. My heart is beating faster to pump blood to the muscle that need it."	Explain why it is important to warm up and cool down.	Begin to suggest ideas for a warm up and cool down.	Explain some important safety principles when preparing for exercise.	Explain in detail why we need regular exercise.
Talk about healthy and unhealthy foods.	Talk about what happens to their bodies during exercise and explore what 'healthy' means.	Discuss how to make healthy choices and why they will benefit me.	Identify some muscle groups used in exercise.	Explain why keeping fit is good for your health.	Explain in more detail why exercise is important.	Identify major muscle groups being used during exercise.
Talk about what healthy means.	Respectful of each other and equipment.	Know how to score and keep to rules of simple games.	Talk about the school games values, determination, passion, respect, honesty, self-belief and teamwork in relation to performance.	Explain what effect exercise has on the body and name some muscle groups.	Identify more muscle groups being used when exercising.	Use physical and teamwork skills well in a variety of different challenges.
Understand how to stay safe in PE.	Can move with control to ensure they are moving safely.	Can use equipment safely.		Know the school games values, determination, passion, respect, honesty, self-belief and teamwork in relation to performance.	Explain how the school games values are used in the PE lesson: determination, passion, respect, honesty, self-belief and teamwork.	Work as a team to competitively perform a relay.
	Engaged and on task throughout lessons.	Talk about school game values – determination, passion, respect, honesty, self-belief, team-work.				Explain how determination, passion, respect, honesty, self-belief and teamwork are used in a variety of sporting situations.