

This year we are assessing using Sonar and Seesaw to evidence the specific skill taught in that unit of work. You will need to add to sonar each child's understanding of the skill. Then take a picture to show that in action of only 1 child or a group of children.

### PE Assessment in EYFS

PE		
Unit	EYFS Framework/Development Matters	Specific skills taught
Body Management	<ul style="list-style-type: none"> <li>• Developing Balance, Flexibility and body management</li> <li>• Gaining confidence in a variety of gross motor skills</li> <li>• Working with others</li> </ul>	<ul style="list-style-type: none"> <li>• Explore balance and managing own body including manipulating small objects</li> <li>• Able to stretch, reach and extend in a variety of ways and positions</li> <li>• Able to control body and perform specific movements on command</li> </ul>
Speed, Agility and Travel	<ul style="list-style-type: none"> <li>• Developing speed and agility in travel and movement</li> </ul>	<ul style="list-style-type: none"> <li>• Travel with some control and coordination</li> <li>• Change direction at speed through both choice and instructions</li> <li>• Perform actions demonstrating changes in speed</li> <li>• Stop, start, pause and prepare for movement in a variety of situations</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Develop basic movement such as jumping, changing direction, moving at speed and balancing</li> <li>• Accurately replicate basic movements and enjoy participating in a broad range of activities</li> </ul>	<ul style="list-style-type: none"> <li>• To develop confidence in fundamental movements</li> <li>• To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>• To develop coordination and gross motor skills.</li> </ul>
Manipulation and coordination	<ul style="list-style-type: none"> <li>• Developing speed and agility in travel and movement</li> </ul>	<ul style="list-style-type: none"> <li>• Send and receive a variety of objects with different body parts.</li> </ul>

		<ul style="list-style-type: none"> <li>• Work with others to control objects in space.</li> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</li> </ul>
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### PE Assessment in Year 1

PE		
Unit	National Curriculum Coverage	Specific Skills Taught
Send and Return	<ul style="list-style-type: none"> <li>• Extend co-ordination for hitting</li> <li>• Participate in simple sending and receiving games</li> <li>• Score points through sending balls using hitting skills to correct areas</li> </ul>	<ul style="list-style-type: none"> <li>• Able to send an object with increased confidence using a hand or bat.</li> <li>• Move towards a moving ball to return</li> <li>• Sending and returning a variety of balls.</li> </ul>
Run, Jump and Throw	<ul style="list-style-type: none"> <li>• Extend agility and coordination through throwing, catching and retrieving.</li> <li>• Participate in simple hit, catch and run games.</li> <li>• Score points through sending balls and running.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to hit objects with hand or bat</li> <li>• Track and retrieve a rolling ball</li> <li>• Throw and catch a variety of balls and objects</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Extend coordination, flexibility and balance</li> <li>• Perform short, simple movement patterns</li> <li>• Watch others and say what they liked about a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a range of stimuli and types of music</li> <li>• Explore space, direction, levels and speeds.</li> <li>• Experiment creating actions and performing movements with different body parts</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Mastering basic movements and developing agility, balance and coordination (ABCs)</li> <li>• To extend performance in movement patterns and sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple gymnastics actions and shapes.</li> <li>• Apply basic strength to gymnastic actions.</li> <li>• Begin to carry apparatus.</li> <li>• Recognise like actions and link them.</li> </ul>
Hit, Run and Catch	<ul style="list-style-type: none"> <li>• Extend agility and coordination through throwing, catching and retrieving.</li> <li>• Participate in simple hit, catch and run games.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to hit objects with hand or bat.</li> <li>• Track and retrieve a rolling ball.</li> <li>• Throw and catch a variety of balls and objects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Score points through sending balls and running</li> </ul>	
Attack, Defend and Shoot	<ul style="list-style-type: none"> <li>• Develop fundamental movement skills in a variety of games</li> <li>• Engage in competitive situations with some attacking and defending skills</li> </ul>	<ul style="list-style-type: none"> <li>• To practice basic movements including running, jumping, throwing and catching</li> <li>• To begin to engage in competitive activities</li> <li>• To experience opportunities to improve agility, balance and coordination</li> </ul>

### PE Assessment in Year 2

PE		
Unit	National Curriculum Coverage	Specific Skills Taught
Send and Return	<ul style="list-style-type: none"> <li>• Participate in modified net/wall games</li> <li>• Combine isolated skills, e.g. moving towards a ball to make contact</li> <li>• Compete against self and others to score points</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to track the path of a ball over a net and move towards it</li> <li>• Begin to hit and return a ball using hands and racquets with some consistency</li> <li>• Play modified net/wall games throwing, catching and sending over a net</li> </ul>
Run, Jump and Throw	<ul style="list-style-type: none"> <li>• Develop agility in running</li> <li>• Participate in competitions for running, jumping and throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop power, agility, coordination and balance over a variety of activities</li> <li>• Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</li> <li>• Can negotiate obstacles showing increased control of body and limbs</li> </ul>

Dance	<ul style="list-style-type: none"> <li>• Become increasingly competent and confident in fundamental basic ABC in relation to dance activity.</li> <li>• Develop and perform simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link shapes and balances</li> <li>• Perform basic actions with control and consistency at different speeds and on different levels</li> <li>• Challenge themselves to move imaginatively responding to music</li> <li>• Work as part of a group to create and perform short movement sequences to music</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity</li> <li>• Develop and perform simple sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link elements.</li> <li>• Perform basic actions with control at different speeds and levels.</li> <li>• Develop flexibility in a range of shapes and balances.</li> </ul>
Hit, Run and Catch	<ul style="list-style-type: none"> <li>• Develop eye to hand coordination for hitting.</li> <li>• Participate in striking and fielding game situations</li> </ul>	<ul style="list-style-type: none"> <li>• To develop hitting skills with a variety of bats Practice feeding/bowling skills</li> <li>• Hit and run to score points in games</li> </ul>
Attack, Defend and Shoot	<ul style="list-style-type: none"> <li>• Develop eye to foot coordination.</li> <li>• Participate in increasingly challenging games situations</li> </ul>	<ul style="list-style-type: none"> <li>• Can send a ball using feet and can receive a ball using feet.</li> <li>• Refine ways to control bodies and a range of equipment.</li> <li>• Recall and link combinations of skills, e.g. dribbling and passing.</li> </ul>

### PE Assessment in Year 3

PE		
Unit	National Curriculum Coverage	Specific Skills Taught

Tennis	<ul style="list-style-type: none"> <li>• Play in competitive games developing simple tactics</li> <li>• Master basic movements including hitting, returning, moving to return</li> <li>• Work collaboratively to use basic tactics</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and describe some rules of tennis.</li> <li>• To serve to begin a game</li> <li>• To explore forehand hitting</li> </ul>
Handball	<ul style="list-style-type: none"> <li>• Play in competitive, modified games</li> <li>• Develop control in combining handball skills</li> <li>• Work collaboratively to use basic tactics and strategies to attack</li> </ul>	<ul style="list-style-type: none"> <li>• Able to show basic passing and catching skills</li> <li>• Learn basic defensive techniques</li> <li>• To implement the rules of handball</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Develop and perform simple routines</li> <li>• Perform to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Practise different sections of a dance aiming to put together a performance</li> <li>• Perform using facial expressions</li> <li>• Perform with a prop</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Devise simple sequences using compositional ideas</li> <li>• Master basic movements including leaping, jumping, balancing and stretching</li> <li>• Work collaboratively to adapt, change and improve individual sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Modify actions independently using different pathways, directions and shapes</li> <li>• Consolidate and improve the quality of movements and gymnastics actions</li> <li>• Relate strength and flexibility to the actions and movements they are performing</li> <li>• To use basic compositional ideas to improve sequence work—unison</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Compete against self and others developing simple technique</li> <li>• Master basic movements including running, throwing and jumping</li> <li>• Work collaboratively and individually to help improve self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Control movements and body actions in response to specific instructions</li> <li>• Demonstrate agility and speed Jump for height and distance with control and balance</li> <li>• Throw with speed and power and apply appropriate force</li> </ul>
Rounders	<ul style="list-style-type: none"> <li>• Play in competitive games developing simple tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to play simple rounders games</li> <li>• To apply some rules to games</li> <li>• To develop and use simple rounders skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Master basic movements including running, throwing, catching and striking</li> <li>• Work collaboratively to use basic tactics for batting and fielding</li> </ul>	
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### PE Assessment in Year 4

PE		
Unit	National Curriculum Coverage	Specific Skills Taught
Tennis	<ul style="list-style-type: none"> <li>• Play competitively against others</li> <li>• Work hard to challenge self to improve the consistency of shots</li> <li>• Implement basic tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different shots (forehand, backhand)</li> <li>• Work to return the serve</li> <li>• Demonstrate different court positions in gameplay</li> </ul>
Handball	<ul style="list-style-type: none"> <li>• Play in competitive games developing stamina and endurance</li> <li>• Practise and use running, sprinting and dynamic balance in games</li> <li>• Work collaboratively to use basic tactics for defending and attacking</li> </ul>	<ul style="list-style-type: none"> <li>• Develop 3 step rule incorporating bounce.</li> <li>• Defend and stop attacks by blocking and intercepting</li> <li>• Pass and move with the ball to set up attacks</li> <li>• Demonstrate and implement the rules of handball</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• perform routines to audiences</li> <li>• Perform using a range of movement patterns and set phrases</li> <li>• Work collaboratively in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Work to include freeze frames in routines</li> <li>• Practise and perform a variety of different formations in dance</li> <li>• Develop a dance to perform as a group with a set starting position</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Develop strength and stamina through sustained periods of vigorous activity</li> <li>• Practice and implement runs, leaps, jumps and locomotion in more complex sequences</li> <li>• Work collaboratively to perform with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• To become increasingly competent and confident to perform skills more consistently</li> <li>• Able to perform in time with a partner and group</li> <li>• Use compositional ideas in sequences such as changes in height, speed and direction</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Compete against self and others developing simple technique</li> <li>• Master basic movements including running, throwing and jumping</li> <li>• Work collaboratively and individually to help improve self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities</li> <li>• Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul>
Rounders	<ul style="list-style-type: none"> <li>• Play in competitive games developing stamina and endurance</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the range of rounders skills that can apply in a competitive context</li> <li>• Choose and use a range of simple tactics in isolation and a game context</li> </ul>

	<ul style="list-style-type: none"> <li>Practice and use running, sprinting and dynamic balance in games</li> <li>Work collaboratively to use basic tactics and strategies for batting and fielding</li> </ul>	<ul style="list-style-type: none"> <li>Identify different positions in rounders and the roles of those positions</li> </ul>
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### PE Assessment in Year 5

PE		
Unit	National Curriculum Coverage	Specific Skills Taught
Tennis	<ul style="list-style-type: none"> <li>Play competitively against others and work together with others</li> <li>Work hard to challenge self to improve the consistency of shots including newly learnt shots</li> <li>Implement basic tactics in gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Volley shots and Overhead shots</li> <li>Apply new shots into game situations</li> <li>Play with others to score and defend points in competitive games Further, explore Tennis service rules</li> </ul>
Handball	<ul style="list-style-type: none"> <li>Play in competitive games developing strength and technique</li> <li>Able to recognise where improvements could be made in their work</li> <li>Select and combine more complex skills in game situations</li> </ul>	<ul style="list-style-type: none"> <li>To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal</li> <li>To begin to play effectively in different positions on the pitch in both attack and defence</li> <li>To increase power and strength of passes, moving the ball over longer distances</li> <li>Use a wide range of handball rules consistently</li> </ul>
Dance	<ul style="list-style-type: none"> <li>Perform routines to audiences</li> <li>Perform in a variety of dance styles</li> <li>Work collaboratively in group</li> </ul>	<ul style="list-style-type: none"> <li>Perform different styles of dance fluently and clearly</li> <li>Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression</li> <li>Worked collaboratively in groups to compose simple dances</li> <li>Recognise and comment on dances suggesting ideas for improvement</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>Work collaboratively with a partner to perform</li> <li>Compare performance with previous performances</li> <li>Develop flexibility, balance, strength and control</li> </ul>	<ul style="list-style-type: none"> <li>Create longer and more complex sequences and adapt performances</li> <li>Take the lead in a group when preparing a sequence</li> <li>Develop symmetry individually, as a pair and in a small group</li> <li>Compare performances and judge strengths and areas for improvement</li> </ul>

		<ul style="list-style-type: none"> <li>• Select a component for improvement. For example—timing or flow</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Master basic movements including running, throwing and jumping and identify ways to improve</li> <li>• Compete against self and others selecting and applying simple techniques effectively</li> <li>• Work collaboratively and individually to help improve self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain pace over short and longer distances such as running 100m and running for 2 minutes</li> <li>• Able to run as part of a relay team working at their maximum speed</li> <li>• Perform a range of jumps and throws demonstrating increasing power and accuracy</li> </ul>
Rounders	<ul style="list-style-type: none"> <li>• Play in competitive games developing power, flexibility and cardiovascular endurance.</li> <li>• Able to recognise where improvements could be made in their work.</li> <li>• Select and combine more complex skills in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Link together a range of skills and use in combination.</li> <li>• Collaborate with a team to choose, use and adapt rules in games.</li> <li>• Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</li> </ul>

### PE Assessment in Year 6

PE		
Unit	National Curriculum Coverage	Specific Skills Taught
Tennis	<ul style="list-style-type: none"> <li>• Play competitively against others and work together with others in gameplay</li> <li>• Work hard to challenge self to improve the consistency of shots including newly learnt shots</li> <li>• Implement basic tactics in gameplay and score games using an appropriate scoring system</li> </ul>	<ul style="list-style-type: none"> <li>• Develop backhand shots</li> <li>• Introduce the lob</li> <li>• Begin to use full tennis scoring systems</li> <li>• Continue developing doubles play and tactics to improve</li> </ul>
Handball	<ul style="list-style-type: none"> <li>• Play in competitive games developing fluency in skills and techniques</li> <li>• Work in collaboration to play using different tactics</li> <li>• Compare the team's performance against others</li> </ul>	<ul style="list-style-type: none"> <li>• Work as a team to improve group tactics and gameplay</li> <li>• Play within the rules using screening to break down offensive play</li> <li>• Develop defensive skills</li> </ul>

Dance	<ul style="list-style-type: none"> <li>• Work collaboratively with a partner and in small groups to perform more complex dances</li> <li>• Compare performance with previous performances and demonstrate improvement to achieve personal best</li> <li>• Develop flexibility, balance, strength and control in a range of dances</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively to include more complex compositional ideas</li> <li>• Develop motifs and incorporate into self-composed dances as individuals, pairs &amp; groups</li> <li>• Talk about different styles of dance with understanding, using appropriate language &amp; terminology</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Work collaboratively with a partner and in small groups to perform</li> <li>• Compare performance with previous performances and demonstrate improvement to achieve personal best</li> <li>• Develop flexibility, balance, strength, and control</li> </ul>	<ul style="list-style-type: none"> <li>• Lead group warm-up showing understanding of the need for strength and flexibility</li> <li>• Demonstrate accuracy, consistency, and clarity of movement</li> <li>• Work independently and in small groups to make up own sequences</li> <li>• Arrange own apparatus to enhance work and vary compositional ideas</li> <li>• Experience flight on and off of high apparatus</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Compete developing fluency in skills and techniques individually and as part of a team</li> <li>• Work in collaboration to apply strategies for maximising speed and distance</li> <li>• Compare and contrast team and individual performances across a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Become confident and expert in a range of techniques and recognise their success</li> <li>• Apply strength and flexibility to a broad range of throwing, running and jumping activities</li> <li>• Work in collaboration and demonstrate improvement when working with self and others</li> <li>• Accurately and confidently record results across a variety of activities</li> </ul>
Rounders	<ul style="list-style-type: none"> <li>• Play in competitive games developing fluency in skills and techniques</li> <li>• Work in collaboration to apply defensive and attacking tactics</li> <li>• Compare team performance against other team performances</li> </ul>	<ul style="list-style-type: none"> <li>• Apply rounders rules consistently in conditioned games</li> <li>• Play small sided games using standard rounders pitch layout</li> <li>• Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</li> </ul>