

Key Skills Assessment Criteria

Subject: P.E



Nursery	<p>Throughout nursery the children will cover these objectives:</p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Observes the effects of activity on their bodies. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 					
Reception	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>					
	<p>Dance- Improvise on actions in response to stimuli of natural elements and story.</p> <p>Vary levels of speed.</p> <p>Recognise and use a variety of body shapes</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p> <p>Watch and copy simple actions and sequences. Simply show (using strategies) whether they enjoyed something or not.</p>	<p>Gymnastics- Explore different body shapes</p> <p>Copy different shapes and movements</p> <p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p>	<p>Dance- Explore actions in response to stimuli of natural elements and story.</p> <p>Copy and explore body shapes</p> <p>Explore and copy basic body actions and rhythms.</p> <p>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</p>	<p>Fundamental skills- To be able to move and stop confidently, negotiating the space around them effectively. Show good control over their bodies when exploring different skills.</p> <p>Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games: Roll a ball or hoop, Throw a ball underarm, Explore balancing.</p>	<p>Gymnastics- Improve the quality of their actions, body shapes and balance</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p> <p>Copy simple movements and simple sequences. Make shapes with their bodies, according to commands.</p> <p>Jump off an object and land appropriately.</p>	<p>Athletics- Develop skills from the 3 main aspects of athletics – running, jumping and throwing,</p> <p>Develop the following skills: Vary speed of running based on commands given. Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p>

	Games	Dance	Gymnastics	Swimming
1	Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space	Explore movements, including gesture, travel and stillness Perform phrases creating simple movement patterns	Explore gymnastic movements- travelling, balancing exploring levels and stillness Watch, copy and describe what others have done	
2	Pass a ball accurately to a partner/target over a variety of distances Participate in team games, developing simple tactics for attacking and defending.	Use movements to reflect the mood of the music Perform dances using simple movements and patterns	Use simple apparatus safely and with confidence Extend their agility balance and coordination individually and with others	

	Games	Dance	Gymnastics	Athletics	Swimming
3	Use a range of skills to help them keep possession and control of the ball Use a range of skills to keep possession and make progress towards a goal, on their own and with others Choose good places to stand when receiving, and give reasons for their choice	Improvise freely, on their own or with a partner Translate ideas into a dance	Improve the quality of their actions, body shapes and balance Select appropriate actions and consolidate simple ideas	Develop skills from the 3 main aspects of athletics – running, jumping and throwing Link running and jumping movements	Explore a variety of strokes and perform them with increasing confidence Perform self-rescue in different water-based situations
4	Strike a ball with intent and throw it more accurately when bowling and/or fielding Use a range of skills with increasing control Effectively play a competitive net / wall game Keep and use rules they are given	Explore and create characters and narratives Create motifs Evaluate their own performance and comment on improvements	Develop a range of actions, body shapes and include a performance Create gymnastic sequences that meet a theme or set of objectives Make simple judgments on their own and others work	Can demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force	
5	Use a range of techniques when passing, eg high, low, bounced, fast, slow Hit the ball with purpose, varying speed, height and direction Understand attacking and defending principles within a game situation	Explore ideas from different dance styles Compose dances expressively	Perform actions in a fluent and consistent performance Evaluate and improve their own and other work	Use running, jumping and throwing; investigated in small groups different ways of performing these activities Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.	Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills Swim competently, confidently and proficiently over a distance of at least 25 metres Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges
6	Combine and perform skills with control, adapting them to meet the needs of the situation Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success	Perform dances created by using a range of movements and patterns independently and in small groups Comment on their own work and the work of others and compare with previous performances	Combine and perform gymnastic actions, shapes and balances fluently using a range of flexibility and control Evaluate their own work and the work of others and suggest ways to improve	Develop flexibility, strength, technique, control and balance through athletics Can sustain pace over short and longer distances and identify how to improve their performance Are able to identify key strengths of a performer when running, jumping and throwing	Catch up groups Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills Swim competently, confidently and proficiently over a distance of at least 25 metres Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges

