

## Key Skills Assessment Criteria

Subject: P.E



<b>Nursery</b>	<p>To begin to join in with action songs using their whole body.</p> <p>To begin to develop gross motor upper body strength through activities such as floor drawing whilst lying on tummy.</p> <p>To develop confidence in using the small stepping stones in nursery to balance.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To be able to sit on a trike and move along with feet on the floor.</p> <p>To continue to develop gross motor skills for by mark making using the floor, walls and easels to stimulate large shoulder and arm movements.</p> <p>To develop confidence in using the climbing equipment, this may be whilst holding the hand of an adult or a friend for support.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To be able to sit on a trike and move it along using the pedals in one direction.</p> <p>To use large brushes to brush stones, water, or paints outside.</p>	<p>To be able to ride a trike using pedals for a short period of time.</p> <p>To begin to understand and copy instructions in games such as 'walk', 'run', 'jump' and 'hop'.</p> <p>Begin to play some team games in adult directed activities.</p>	<p>To be able to ride a trike using pedals and changing direction when following a given pathway.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. E.g. completing action songs such as heads, shoulders, knees and toes, if you're happy and you know it, tumble tots action songs and koo koo kangaroo.</p> <p>To match their developing physical skills to tasks and activities in the outdoor area when deciding how to travel across the climbing equipment or tyres.</p>	<p>To begin to use a balance bike by sitting and walking.</p> <p>To follow sequences of movements in directed activities using vocabulary such as; 'gallop', 'slither' and 'crawl'. Along with vocabulary such as 'follow', 'lead', 'copy'.</p> <p>Begin to play their own team games when modelled and supported by adults.</p>
<b>Reception</b>	<p>To move safely in a space.</p> <p>To vary levels of speed and stop safely.</p> <p>Recognise and copy different body shapes during Dance.</p> <p>Watch and copy simple actions and sequences.</p> <p>To roll and track a ball.</p> <p>To follow a path and begin to travel in different ways e.g. hopping and jumping.</p> <p>To sit and walk using a balance bike.</p>	<p>To follow a path and take turns.</p> <p>To balance using larger body parts.</p> <p>To be able to move and stop confidently, negotiating the space around them effectively.</p> <p>To develop rocking and rolling.</p> <p>To explore different ways to travel using equipment.</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>To sit, run and balance using a balance bike.</p>	<p>To be able to negotiate space confidently.</p> <p>Explore actions in response to stimuli of natural elements and story.</p> <p>To be able to use their bodies imaginatively to communicate ideas through dance, e.g. represent aspects from stories and topics</p> <p>To dribble a ball using feet.</p> <p>To kick a ball to a target</p> <p>To throw a large ball using both hands and catch with a partner.</p> <p>To sit, run and balance using a balance bike when following a given pathway.</p>	<p>To develop control when using equipment.</p> <p>To develop accuracy when throwing to a target.</p> <p>To explore traveling around, over and through apparatus.</p> <p>To start showing ability to throw a ball underarm using one hand and catch with a partner.</p> <p>To sit, run and glide using a balance bike.</p>	<p>To balance and safely use apparatus.</p> <p>Jump off an object and land safely.</p> <p>To create short sequences using shapes, balances and travelling actions and including apparatus.</p> <p>To move with control and coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and simple sequences.</p> <p>To sit, run and glide using a balance bike when following a given pathway.</p>	<p>Move confidently and safely, negotiating space effectively – under, round, over equipment and obstacles.</p> <p>To develop accuracy when throwing and practise keeping score</p> <p>To learn to play against an opponent.</p> <p>To explore striking a ball and keeping score.</p> <p>To work cooperatively as a team.</p> <p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>To begin to ride use a two wheeled bike by balancing and using brakes.</p>

	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Swimming</b>
<b>1</b>	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	
<b>2</b>	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	

	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Swimming</b>
<b>3</b>	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
<b>4</b>	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	
<b>5</b>	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
<b>6</b>	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



