



Assessment in Physical Education – The Mill Academy

Class	Autumn	Spring	Summer
Nursery	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>I can take part in some group activities which they make up for themselves, or in teams.</p> <p>I can use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>
	<p>I can develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>I can choose the right resources to carry out my own plan.</p> <p>I can work with others to manage large items.</p>
Reception	<p>Gymnastics: I can Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes Climb & hang from apparatus Perform basic travelling actions on various body parts</p>	<p>Invasion games: I can Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner</p>	<p>Athletics: I can Explore different ways of moving. Practise running.</p>
	<p>Dance: I can Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.</p>	<p>Athletics: I can Explore different ways of moving. Practise running.</p>	<p>Striking & Fielding: I can Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat to hit a ball or bean bag</p>
Year 1	<p>Gymnastics: I can Make body tense, relaxed, curled and stretched, showing some tension. Begin to work alone/with someone to make a sequence of shapes /travels Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p>	<p>Invasion Games: I can Throw underarm, bounce & catch ball by self & with partner Kick/stop a ball using a confident foot while static Run straight and on a curve and sidestep with correct technique Begin to follow some simple rules</p>	<p>Athletics: I can Use varying speeds when running. Practise short distance running. Explore footwork patterns. Explore arm mobility. Explore different methods of throwing.</p>

	<p>Dance: I can Copy dance moves. Make up a short dance, after watching one. Dance imaginatively. Change rhythm, speed, level and direction. Say something I like about a dance</p>	<p>Striking and fielding: I can Show some different ways of hitting, throwing and striking a ball Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) Play as a fielder and get the ball back to a STOP ZONE Begin to follow some simple rules (carrying the bat, not over taking someone)</p>	<p>Striking and fielding: I can Show some different ways of hitting, throwing and striking a ball Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) Play as a fielder and get the ball back to a STOP ZONE Begin to follow some simple rules (carrying the bat, not over taking someone)</p>
Year 2	<p>Gymnastics: I can Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) Be still on single/two + points of contact on floor/apparatus showing tension & control Link known shape/travel/roll/jump to a balance using floor & on apparatus Jump/land with control using different body shapes in flight</p>	<p>Invasion Games: I can Perform some dribbling skills with hands and feet using space Pass a ball accurately (hands & feet) over longer distances to a team mate Combine stopping, pick up/collect & send a ball accurately to other players Make simple decisions about when /where to move in game to receive a ball</p>	<p>Athletics: I can Run with agility and confidence. Run for distance. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style. Complete an obstacle course with control and agility.</p>
	<p>Dance: I can Change rhythm, speed, level and direction with consistency. Dance with control and co-ordination. Make a sequence by linking sections together. Link some movement to show a mood or feeling. Say something I like and something that could be improved about a dance</p>	<p>Striking and fielding: I can Send a ball off a tee using a bat or a racket Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops Stop moving when the 'bowler' has the ball Play as a fielder and pass the ball back to the bowler to make the runner stop Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p>	<p>Striking and fielding: I can Send a ball off a tee using a bat or a racket Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops Stop moving when the 'bowler' has the ball Play as a fielder and pass the ball back to the bowler to make the runner stop Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p>

Year 3	<p>Gymnastics: I can Use a greater number of own ideas for movement in response to a task. Combine arm actions with skips/leaps/steps/jumps & spins in travel Travel while using various hand apparatus, (ribbon/hoop/rope/ball) Know principles of balance and apply them on floor & apparatus</p>	<p>Netball: I can Make a series of passes to team mates moving towards a scoring area. Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. Mark another player and defend when needed. Use a chest pass and shoulder pass to support team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Know where positions are allowed on a court</p>	<p>Athletics: I can Run in different directions and at different speeds, using a good technique. Choose and understand appropriate running techniques. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton.</p>
	<p>Dance: I can Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings Respond imaginatively to stimuli related to character/music/story Make up a dance routine with a small group Give and respond to peer feedback to improve</p>	<p>Football: I can Dribble with small touches into space. Send a football to someone on the team, using different parts of foot. Keep a ball under control when receiving a range of passes from team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions.</p>	<p>Tennis / Badminton: I can Tap the ball back and forth to a partner over a small space Begin to tap a ball over a net allowing for a bounce, hit technique Move from a ready position into a forehand position/backhand position quickly Bring racquet to meet the ball for a forehand and backhand hit Know to use two hands for an effective backhand Move racquet in a low to high swing for an effective tap Serve the ball straight from hands to racquet making sure it lands 'in' on the other side</p>
Year 4	<p>Gymnastics: I can Share ideas and give positive criticism/advice to self & others. Create & perform matching/mirroring sequences explaining how it could be improved Perform at least 3 different rolls (shoulder, forward, back) with some control Link a roll with travel and balance using floor and apparatus with good body control</p>	<p>Hockey: I can Begin to show how to hold a hockey stick and which side to use. Dribble the ball keeping it close to me using the correct side of stick. Show some signs of an approaching a player to tackle and cause pressure. Sometimes change direction of travel by rotating and turning stick to support this. Use a push pass to make a direct pass. Begin to use a slap pass (bringing stick back and causing more power). Use speed to dribble the ball into space. Maintain defence and keep the pressure until possession is gained. Attempt to score inside a designated scoring area.</p>	<p>Athletics: I can Select and maintain a running pace for different distances. Demonstrate good running technique in a competitive situation. Practise throwing with power and accuracy. Throw safely and with understanding. Explore different footwork patterns Understand which technique is most effective when jumping for distance.</p>

	<p>Swimming: I can Show breath control Confidently and safely enter and exit water Swim competently, confidently and proficiently over a distance of at least 25 m Use a range of strokes effectively (e.g. front crawl, breaststroke and backstroke) Float (e.g. on back, mushroom) and submerge Tread water Perform safe self-rescue in different water-based situations</p>	<p>Tag Rugby: I can Know where to score a try and how to position the ball to score a try Move with speed (and change of) with the ball and without Use speed and space to avoid defenders Pass backwards and in both directions and sometimes on the move Tag the person who has the ball, but can mark a player who doesn't have the ball Begin to make a high pop pass to avoid a defender</p>	<p>Rounders: I can Be able to play simple rounders games Apply some rules to games Develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context Identify different positions in rounders and the roles of those positions</p>
Year 5	<p>Dance: I can Show/fluency/control in chosen dances in response to stimuli Perform fluent dances with characteristics of different styles/eras Adapt & refine (in pair/group), dances that vary direction, space & rhythm Give peer feedback to improve with suitable dance terminology</p>	<p>Football: I can Dribble making small touches into space with speed, to beat defenders. Make decisions regarding how and when to send a football to someone in team. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. Know how space changes within a game and when and how to move into changing spaces. Draw defender away to create space. Position body to defend effectively, making successful interceptions.</p>	<p>Athletics: I can Use correct technique to run at speed. Develop the ability to run for distance. Throw with accuracy and power. Identify and apply techniques of relay running. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw.</p>

	<p>Orienteering: I can</p> <ul style="list-style-type: none"> • Draw maps and plans and set trails for others to follow • Use the eight points of the compass to orientate • Plan an orienteering challenge • Plan and share roles within the group based on each other's strengths • Understand individuals' roles and responsibilities. • Adapt roles or ideas if they are not working • Recognise and talk about the dangers of tasks • Recognise how to keep themselves and others safe • Plan strategies to solve problems/plan routes/follow trails/build shelters etc. • Implement and refine strategies 	<p>Netball: I can</p> <ul style="list-style-type: none"> • Use all three passes (chest, shoulder & bounce) correctly. • Use a range of speeds within a game to support a team in scoring. • Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. • Lose a defender to receive a pass. • Defend a player and make some successful interceptions (snatch & catch) when playing as a team. 	<p>Cricket: I can</p> <ul style="list-style-type: none"> • Link together a range of skills and use in combination • Collaborate as a team to choose, use and adapt rules in games • Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance • Apply with consistency standard cricket rules in a variety of different styles of games • Attempt a small range of recognised shots in isolation and in competitive scenarios • Use a range of tactics for attacking and defending in role of bowler, batter and fielder
Year 6	<p>Gymnastics: I can</p> <p>Select a suitable routine to perform to different audiences, bearing in mind <i>who</i> the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus & floor</p> <p>Perform 6-8 part floor sequence as individual, pair & small group to a piece of music</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions</p>	<p>Tag Rugby: I can</p> <p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed in a game situation.</p> <p>Refine attacking and defending skills.</p> <p>Develop tactics as a team.</p> <p>Apply learned skills in a game of tag rugby.</p> <p>Running at speed, changing direction at speed.</p> <p>Score points against opposition</p> <p>Support player with the ball</p>	<p>Athletics: I can</p> <p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p> <p>Explore different footwork patterns. Understand which technique is most effective when jumping for distance.</p>
	<p>Dance: I can</p> <p>Create & perform dances in a variety of styles consistently</p> <p>Be aware of & use musical structure, rhythm & mood & can dance accordingly</p> <p>Use appropriate criteria & terminology to evaluate performances</p>	<p>Hockey: I can</p> <p>Choose between the two passes (push/slap) and explain simply why.</p> <p>Make a direct pass while dribbling.</p> <p>Begin to use stick to mark a player from the side line causing them difficulty.</p> <p>Use speed, changing of direction and Indian dribbling to advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p>	<p>Rounders: I can</p> <p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance</p> <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Apply consistently rounders rules in conditioned games</p> <p>Play small sided games using standard rounders pitch layout</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>