

# Banks Road Primary School

## PE Assessment Grids

### Purpose of the PE Assessment Grids

The PE assessment grids are designed to support teachers in making **accurate, consistent and meaningful summative assessment judgements** in Physical Education across the school. They set out clear expectations for each unit, showing what pupils should be able to **do, understand, and apply** through the three pillars of the PE curriculum: **motor competence, rules/strategies/tactics, and healthy participation**.

Across all year groups, teachers use the grids **during lessons**, taking their **clipboard with the relevant unit grid** and making brief initials or notes against pupils' names as they observe learning. These ongoing, low-stakes formative observations build a reliable picture of each child's progress and feed directly into the overall **summative assessment at the end of each unit**.

The grids help teachers identify pupils who are **working towards, working at, or working at greater depth** within PE, based on secure evidence gathered throughout practical sessions. Judgements are informed by observation of movement quality, application of skills in context, teamwork, decision-making and engagement.

In **Key Stage 1**, teachers use the grids to group and support pupils according to their developmental stage, using observations from skills practice, games, physical challenges and cooperative work.

In **Key Stage 2**, the grids continue to guide formative assessment and support end-of-unit summative judgements, ensuring that assessments reflect the breadth of learning experienced across Games, Dance, Gymnastics, Athletics and Running.

Swimming is **not assessed through these grids**. Pupils in Years 3–6 undertake swimming as part of the statutory PE curriculum, and assessment for swimming proficiency is carried out by the **Local Authority and swimming instructors**, who provide schools with attainment information for national reporting.

Across the whole school, teachers begin from the principle that **most pupils are working at the expected standard**. They then use the evidence gathered through lesson-by-lesson observations to move pupils **backwards or forwards** on the grid depending on the security of their skill development and understanding.

The assessment grids ensure a **coherent progression model from EYFS to Year 6**, promote consistency across staff, and support teachers in making informed, reliable judgements that accurately reflect each pupil's physical development, sporting behaviours and understanding of the PE curriculum.



## Year 1 – Dance Unit: Assessment Grid

Unit: *Two-Dimensional Shapes, Scuttling Actions & Floaty/Fluttery Dynamics*

Assessment Area	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Attempts simple 2-D shapes but struggles to hold balance or maintain control.</li> <li>• Tries scuttling actions but finds it difficult to stay low or move smoothly.</li> <li>• Moves around the space in basic ways with limited directional control.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs clear 2-D shapes with control and simple tension.</li> <li>• Uses controlled scuttling actions, keeping head up and moving with confidence.</li> <li>• Moves confidently in different directions around the space.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates more developed and imaginative 2-D shapes with strong tension and extension.</li> <li>• Demonstrates fluent, controlled scuttling at a range of paces.</li> <li>• Shows a wide variety of movements, confidently changing levels and pathways.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Follows simple instructions with reminders.</li> <li>• Needs support deciding where and how to move safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses appropriate directions, pathways and movements when prompted.</li> <li>• Begins to understand how spatial choices improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently makes effective movement choices that enhance performance.</li> <li>• Uses space purposefully and safely without adult prompting.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Watches others but needs reminders to copy or work with a partner.</li> <li>• Relies heavily on adult cues to begin or continue activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies a partner's movements with success and can talk about what they are doing.</li> <li>• Listens well, stays focused and moves safely in the space.</li> </ul>	<ul style="list-style-type: none"> <li>• Works confidently and creatively with a partner, mirroring or responding to movements.</li> <li>• Shares ideas, supports peers and shows enthusiasm throughout the lesson.</li> </ul>

## Year 2 – Dance Unit: Assessment Grid

Unit: *Traditional / Folk Dance – Star & Arch Shapes, Folk Actions, Happy/Energetic Dynamics, Formations, Partner Folk Work*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Attempts simple star or arch shapes but struggles with control or clear body position.</li> <li>• Tries basic folk dance steps but movements lack coordination or rhythm.</li> <li>• Shows limited expression of “happy” or “energetic” dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs clear star and arch shapes with control.</li> <li>• Demonstrates simple folk dance actions with improving timing and coordination.</li> <li>• Shows happy and energetic dynamics consistently throughout movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates well-defined star/arch shapes with strong tension, extension and accuracy.</li> <li>• Performs folk actions with fluency, rhythmic precision and confident footwork.</li> <li>• Uses expressive dynamics to enhance the style with strong character and musicality.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders about spacing and formations; formations may drift or break.</li> <li>• Finds it difficult to follow the direction of travel or pattern of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses space appropriately to form simple group formations (circles, lines, pairs).</li> <li>• Follows directional patterns typical of folk dance with reasonable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates formations creatively, transitioning smoothly between shapes and pathways.</li> <li>• Demonstrates strong spatial awareness, ensuring group patterns stay clear and coordinated.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Hesitant when working with a partner; may not maintain rhythm or role in the dance.</li> <li>• Gives little or no feedback when evaluating others.</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively with a partner, performing simple folk movements together.</li> <li>• Describes strengths in others’ work using simple dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Works confidently and expressively with a partner, maintaining timing, eye contact and coordinated movement.</li> <li>• Offers thoughtful feedback and uses self-evaluation to improve their own performance.</li> </ul>

## Year 3 – Dance Unit: Assessment Grid

Unit: *Bollywood – Mudras, Arm Gestures, Unison/Canon, Group Illusions*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>Attempts basic arm gestures but control and precision are inconsistent.</li> <li>Finds it difficult to maintain “happy/expressive” dynamics in movement.</li> </ul>	<ul style="list-style-type: none"> <li>Performs simple <i>mudras</i> and arm gestures with control and growing accuracy.</li> <li>Shows “happy/expressive” dynamics clearly in phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates refined <i>mudras</i> and precise arm pathways with excellent control.</li> <li>Sustains expressive Bollywood dynamics with fluency across longer sequences.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>Follows demonstrations but needs help to enter/exit unison or canon.</li> </ul>	<ul style="list-style-type: none"> <li>Performs short sections in <b>unison</b> or <b>canon</b> with a partner/group.</li> </ul>	<ul style="list-style-type: none"> <li>Plans and performs unison/canon sections that enhance structure and musicality (e.g., staged entrances/exits, clear counts).</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>Hesitant in group work; relies on adult prompts to organise roles.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates in a small group, contributing ideas (e.g., spacing for the “six-arms” illusion).</li> </ul>	<ul style="list-style-type: none"> <li>Leads aspects of group work, optimising <b>formation</b> to create illusions (e.g., “one person with six arms”), and offers constructive feedback to peers.</li> </ul>

## Year 4 – Dance Unit: Assessment Grid

Unit: Charleston – Cheeky & Over-the-Top Dynamics, Flexed Wrists, Footwork Patterns, Mirroring, Contrasting Levels

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Attempts Charleston movements but lacks coordination or clear character.</li> <li>• Struggles to perform flexed-wrist actions with precision.</li> <li>• Footwork patterns are hesitant or out of rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs core Charleston steps with growing fluency and control.</li> <li>• Uses flexed wrists appropriately within the style.</li> <li>• Demonstrates clear “cheeky/over-the-top” dynamics that suit the Charleston character.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs Charleston technique with excellent timing, precision and expression.</li> <li>• Shows highly stylised flexed-wrist movements with confident exaggeration.</li> <li>• Demonstrates advanced musicality, bounce, and rhythmic clarity in varied footwork patterns.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to change levels or directions purposefully.</li> <li>• Finds it difficult to mirror or contrast a partner’s movements accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects suitable levels (high/medium/low) within a Charleston sequence.</li> <li>• Works with a partner to perform simple mirroring and contrasting movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates levels and directions creatively to heighten character and style.</li> <li>• Performs complex mirroring/contrasting sections with precision and clear choreographic intention.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Hesitant during partner work; may not maintain timing or spacing.</li> <li>• Gives basic or limited comments when evaluating others.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates effectively with a partner, maintaining clear timing and spacing.</li> <li>• Describes strengths in others’ Charleston performances using simple dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads aspects of group work with confidence, supporting others in learning steps and style.</li> <li>• Gives detailed, constructive feedback and uses self-evaluation to refine performance.</li> </ul>

## Year 5 – Dance Unit: Assessment Grid

Unit: *Rock 'n' Roll – Energetic Dynamics, Extension, Hand Jive & Flicks, Contact/Lifts*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>Attempts Rock 'n' Roll steps but timing/extension are inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Dances with <b>energetic dynamics</b> and clear <b>extension</b> through the limbs.</li> </ul>	<ul style="list-style-type: none"> <li>Performs with stamina and precision, maintaining strong extension and rhythmic “bounce” throughout extended sequences.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>Needs guidance to remember/sequence hand jive patterns; struggles to coordinate flicks.</li> </ul>	<ul style="list-style-type: none"> <li>Performs <b>hand jive</b> and <b>flicks</b> accurately within a short routine; adapts steps to phrasing.</li> </ul>	<ul style="list-style-type: none"> <li>Creates and refines complex step combinations that fit phrasing and accents; varies footwork patterns to build choreographic interest.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>Uncertain in partner contact; requires reminders about safety.</li> </ul>	<ul style="list-style-type: none"> <li>Works confidently with a partner, maintaining safe <b>contact work</b> and clear roles.</li> </ul>	<ul style="list-style-type: none"> <li>Performs simple <b>lifts</b>/supported movements safely and competently; assesses risk and coaches peers on safe technique.</li> </ul>

## Year 6 – Dance Unit: Assessment Grid

Unit: *Street / Run-DMC – Sharp & Sudden Dynamics, Top Rock/Slides/Helicopter, Canon & Counts of 8*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>Attempts street actions but lacks precision in sharp stops/starts.</li> </ul>	<ul style="list-style-type: none"> <li>Performs core street motifs (e.g., <b>Top Rock, Slides</b>) with control and <b>sharp/sudden</b> dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates advanced control and swagger, integrating <b>Top Rock/Slides/Helicopter</b> with crisp isolations and clean finishes.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>Needs help to keep in time and to structure phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps a steady <b>8-count</b>, uses simple <b>canon/unison</b> sections and clear formations.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates counts (accents/syncopation), layers <b>canon/unison/retrograde</b>, and designs formations that elevate performance impact.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>Participates but needs prompting to contribute ideas or evaluate performances.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates effectively, contributing movement ideas and basic feedback using dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Leads warm-ups/rehearsals, sets group goals, and gives precise, constructive feedback that measurably improves the piece.</li> </ul>

★ **YEAR 1 GYMNASTICS: Assessment Grid**

**Unit:** *Balance, Shapes, Rolls, Jumps, Travelling, Sequences (Year-long progression)*

Based on Yr 1 Gymnastics plan: balancing on 4/3/2/1 body parts, pencil/egg/side rolls, straight/star/tuck jumps, apparatus travel, teddy bear roll, linking movements, sequence creation.

<b>Assessment Focus</b>	<b>Working Towards</b>	<b>Working At</b>	<b>Greater Depth</b>
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Attempts basic shapes (straight, tuck, star) but struggles to hold positions.</li> <li>• Rolls (pencil/rocking) lack control; may lose body tension.</li> <li>• Jumps show unstable landing or unclear take-off position.</li> <li>• Finds apparatus travel challenging (balance, direction, confidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Performs basic shapes with control and clear body tension.</li> <li>• Executes simple rolls (pencil, egg) safely with correct tucked chin.</li> <li>• Performs straight and star jumps with correct start/land positions.</li> <li>• Travels forwards and sideways on apparatus with balance and control.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds shapes with strong tension, extension and precision across different levels.</li> <li>• Performs controlled rolls with accurate pathways and fluid transitions.</li> <li>• Links jumps and shapes smoothly; demonstrates rebound jumps confidently.</li> <li>• Shows high confidence and stability on apparatus, varying speed/levels.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow safety instructions or sequence order.</li> <li>• Performs isolated skills but struggles to link them.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows safety routines, apparatus rules and stretching sequences independently.</li> <li>• Creates short sequences linking a travel, a balance and a jump.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and refines sequences with clear start/finish positions, controlled transitions and purposeful choices.</li> <li>• Adjusts technique based on feedback and self-correction.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Needs encouragement to work with a partner or share equipment.</li> <li>• Gives minimal comments during reflections.</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively with peers during partner rolls or balances.</li> <li>• Participates positively in warm-ups, stretching and plenary reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports a partner sensitively and safely (e.g., matched ability for rolls).</li> <li>• Gives helpful, specific feedback and reflects effectively on own performance.</li> </ul>

★ **YEAR 2 GYMNASTICS: Assessment Grid**

**Unit:** Travelling, Jumps, Rolling Progressions, Dish/Arch, Bunny Hops, Forward Roll, Apparatus Circuits, Partner Sequences

Based on Yr 2 Gymnastics plan: travelling variety, rolling progressions, full turns, dish-arch roll, apparatus circuits, partner teddy bear rolls, developing sequences.

<b>Assessment Focus</b>	<b>Working Towards</b>	<b>Working At</b>	<b>Greater Depth</b>
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Attempts travelling methods but lacks coordination or control (e.g., bunny hops, chassés).</li> <li>• Rolls (sideways/teddy bear/forward roll) inconsistent or require heavy support.</li> <li>• Struggles to maintain correct shapes (dish/arch, front support/back support).</li> <li>• Jumping technique shows weak take-off or landing.</li> </ul>	<ul style="list-style-type: none"> <li>• Travels confidently in different ways (sidestep, chasse, bunny hop, varied directions).</li> <li>• Performs rolling progressions with correct body tension (chin tucked, rounded shape).</li> <li>• Holds dish and arch positions and can roll between them.</li> <li>• Performs straight, tuck and star jumps with safe landing and improved control.</li> </ul>	<ul style="list-style-type: none"> <li>• Travels with fluency and precision on floor and apparatus, varying speed, height and pathways.</li> <li>• Performs forward rolls down an incline independently with correct technique.</li> <li>• Shows strong core strength in dish-arch transitions and support positions.</li> <li>• Links jumps and rolls into controlled, expressive sequences.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow apparatus safety rules or station routines.</li> <li>• Finds linking movements difficult within sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows safety rules consistently, using apparatus confidently and appropriately.</li> <li>• Creates sequences combining rolls, jumps, balances and a travel with start/finish positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans sequences showing clear structure, timing, transitions and use of levels.</li> <li>• Applies feedback to refine performance and improve technique.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Hesitant with partner tasks; may struggle with timing or communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively in partner balances and teddy bear rolls, helping each other safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows excellent teamwork, timing and communication in partner or group work.</li> <li>• Provides thoughtful, specific feedback to</li> </ul>

Assessment Focus	Working Towards	Working At	Greater Depth
	<ul style="list-style-type: none"> <li>Limited contribution to reflection activities.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on performance and identifies simple strengths/areas to improve.</li> </ul>	<ul style="list-style-type: none"> <li>peers and uses self-evaluation purposefully.</li> </ul>



★ **YEAR 3 GYMNASTICS: Assessment Grid**

**Unit:** *Balancing, Rolling, Jumping, Travelling, V-Sits, Forward/Backward Rolls, Bunny Hops, Sequences*

(From Yr3 Gymnastics planning: rolls down incline, forward rolls, backward roll prep, v-sits, dish/arch, travelling on apparatus, bunny hop progressions, creating sequences)

<b>Assessment Focus</b>	<b>Working Towards</b>	<b>Working At</b>	<b>Greater Depth</b>
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Performs basic shapes and balances inconsistently; struggles with body tension.</li> <li>• Rolls (pencil/side/teddy bear) lack control or clear technique.</li> <li>• Jumping shows weak take-off/landing; struggles to rebound or show shape.</li> <li>• Finds apparatus travel challenging (confidence, balance, direction).</li> </ul>	<ul style="list-style-type: none"> <li>• Holds balances (1–4 points) with control and improved tension.</li> <li>• Performs forward rolls down an incline; attempts rolls on floor with safe technique.</li> <li>• Performs straight, star, tuck and half-turn jumps with stable landings.</li> <li>• Travels confidently on floor and apparatus (forwards/sideways).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates excellent control and tension in balances (e.g., v-sit, pike, dish–arch transitions).</li> <li>• Performs forward rolls on floor fluidly; begins backward roll progressions with control.</li> <li>• Links rebound jumps and shapes with precision and fluency.</li> <li>• Travels on apparatus with confidence, varying pathways, speed and levels.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow safety rules or sequence instructions.</li> <li>• Finds linking movements into sequences difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows apparatus rules and safety routines independently.</li> <li>• Creates short sequences linking rolls, jumps, balances and travel with start/finish positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans refined sequences showing smooth transitions, body tension, levels and controlled timing.</li> <li>• Applies feedback to improve technique, transitions and overall performance quality.</li> </ul>

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Requires encouragement to work with a partner; communication limited.</li> <li>• Struggles to reflect on performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Works positively with a partner during rolls, balances or travelling tasks.</li> <li>• Identifies simple strengths and next steps after performing.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows excellent teamwork, timing and communication in partner sequences.</li> <li>• Gives constructive, specific feedback and uses self-evaluation to refine performance.</li> </ul>

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★ **YEAR 4 GYMNASTICS: Assessment Grid**

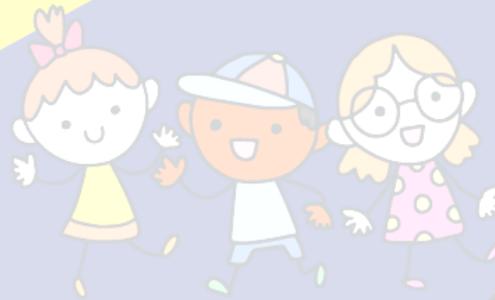
**Unit:** *Balancing, Travelling, Rolling Progressions, Springboard Use, Headstands, Bunny Hops, Cartwheel Prep, Sequences*

(From Yr4 Gymnastics planning: headstands, v-sits, front/rear support, backward rolls, springboard technique, bunny hop progressions, cartwheel preparation, sequence development)

<b>Assessment Focus</b>	<b>Working Towards</b>	<b>Working At</b>	<b>Greater Depth</b>
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Performs balances with limited control; struggles with core-based shapes (tuck/pike v-sit, dish/arch).</li> <li>• Rolls lack fluency; forward/backward rolls require significant support.</li> <li>• Bunny hops or hand weight-bearing actions lack stability.</li> <li>• Jumping technique inconsistent (arms not by ears, unstable landing).</li> </ul>	<ul style="list-style-type: none"> <li>• Holds balances with control (tuck/pike sits, dish/arch, front/rear support).</li> <li>• Performs forward rolls with safe technique; backward roll down incline with support.</li> <li>• Shows developing hand weight-bearing (bunny hops, tucked handstand prep).</li> <li>• Performs rebound jumps and springboard take-off with safe landings.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows advanced control in inverted balances (tucked headstand, extended shapes).</li> <li>• Performs forward rolls and backward roll progressions smoothly with strong body tension.</li> <li>• Demonstrates confident hand placement and weight-transfer ready for cartwheel progressions.</li> <li>• Jumps with precision and height, using arms effectively and landing securely on apparatus.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow apparatus routines or link movements accurately.</li> <li>• Finds sequencing difficult without support.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows safety procedures with consistency and uses apparatus appropriately.</li> <li>• Creates sequences linking rolls, jumps, balances and travel with control and timing.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans increasingly complex sequences, using levels, directions, formations and transitions purposefully.</li> <li>• Reflects on technique and makes targeted improvements based on feedback.</li> </ul>

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Needs encouragement to collaborate, especially during partner balances or rolling.</li> <li>• Participates inconsistently in reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively in pairs or groups during partner balances, headstand support or apparatus travel.</li> <li>• Provides simple feedback on classmates' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads aspects of partner or group work (timing, safety, coaching technique).</li> <li>• Provides thoughtful, constructive feedback and improves own performance using peer suggestions.</li> </ul>

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★ **YEAR 5 GYMNASTICS: Assessment Grid**

**Unit:** *Cartwheels, Rolls, Vaults, Handstands, Core Strength, Apparatus Work, Partner Sequences*

(based on Yr5 Gymnastics document content: cartwheel progressions, rolls on floor/box, vaulting, handstands, V-sits, front support work, performance pair sequences)

<b>Assessment Focus</b>	<b>Working Towards</b>	<b>Working At</b>	<b>Greater Depth</b>
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Attempts rolls, cartwheels or vaults but technique is inconsistent or unsafe.</li> <li>• Hand and body positions (front support, V-sit, dish/arch) lack control.</li> <li>• Jumps and landings show limited height or stability.</li> <li>• Struggles to travel or balance confidently on apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs forward and backward rolls with improving fluency and correct body tension.</li> <li>• Shows developing cartwheel technique (entry leg, hip turn, hand placement).</li> <li>• Performs bunny hops and straddle hops onto vault safely.</li> <li>• Holds V-sits, front support and simple handstand preparations with control.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs rolls (forward/backward) with strong shape, smooth transitions and accurate finish.</li> <li>• Executes controlled cartwheels on floor or over bench with correct alignment and flow.</li> <li>• Vaults show height, extension and secure landings (squat/straddle).</li> <li>• Demonstrates confident handstands against wall or in supported floor work.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Follows instructions with reminders; sequences lack structure or transitions.</li> <li>• Sometimes forgets safe entry/exit on apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows safety rules and routines consistently.</li> <li>• Creates sequences linking rolls, balances, travel and jumps with clear start/end positions.</li> <li>• Uses transitions deliberately to join movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs well-structured, expressive sequences showing variety in level, direction, pathway and tempo.</li> <li>• Performs with accuracy, confidence and consideration of performance quality (presentation, clarity, timing).</li> </ul>

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Hesitant in partner work; communication is limited.</li> <li>• Gives only basic feedback when evaluating others.</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively with a partner (e.g., paired cartwheel practice, partner balances).</li> <li>• Reflects on performance and identifies strengths/next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads partner or small-group work confidently, offering constructive technical feedback.</li> <li>• Demonstrates resilience, independence and high engagement in all tasks.</li> </ul>

We Can Do It!



## ★ YEAR 6 GYMNASTICS: Assessment Grid

**Unit:** *Handstands, Cartwheels, Headstands, Vaults, Rolling Progressions, Sequences, Group Display Work*

(based on Yr6 Gymnastics content: cartwheels over bench, straight/tucked headstands, handstand prep to full handstand, forward/backward rolls, springboard vaulting, apparatus sequences, group display choreography)

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Attempts advanced balances (headstands/handstands) but lacks control or safe technique.</li> <li>• Rolls (forward/backward) require support or lack fluency.</li> <li>• Cartwheels show poor alignment or insufficient hip turn.</li> <li>• Vaults and springboard entries are inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs forward and backward rolls on floor with correct body position and safe technique.</li> <li>• Executes cartwheels on floor or over a bench with improving accuracy.</li> <li>• Holds tucked/straight headstands with support; handstand prep shows core strength and control.</li> <li>• Performs springboard jumps and basic vaults with safe landings.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs advanced rolls with fluency (e.g., linked roll-jump patterns, 180 turns).</li> <li>• Demonstrates controlled cartwheels and entry-level round-off technique.</li> <li>• Holds stable handstands (wall-supported or assisted) with excellent alignment and tension.</li> <li>• Vaults show power, height and technical precision, with extended flight and controlled landing.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders about safe use of apparatus and sequence order.</li> <li>• Transitions between movements are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows safety rules and uses apparatus appropriately (vaults, benches, springboards).</li> <li>• Builds sequences including roll, balance, jump and travel with clear start/finish positions.</li> <li>• Shows understanding of transitions to improve flow.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates polished, well-structured sequences with expressive performance quality (timing, fluency, formations).</li> <li>• Selects and refines skills deliberately to enhance group display impact.</li> </ul>

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Needs support to collaborate effectively in group sequences.</li> <li>• Gives limited feedback to peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Works well in partners/groups (paired rolls, headstands, cartwheels over bench).</li> <li>• Reflects meaningfully on performance and makes improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads elements of group display work (formations, transitions, timing) with confidence.</li> <li>• Gives precise, constructive feedback and demonstrates high levels of commitment and maturity.</li> </ul>



## Year 1 – Striking & Fielding (Tennis): Assessment Grid

Unit: Movement patterns, sending & receiving (hands/rackets), floor rallies, ready position & control

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>Attempts basic footwork (2–2, 1–1, 2–1, 1–2) and stops, but balance/control is inconsistent.</li> <li>Struggles to control ball with two hands or tap/push with a “hand-racket”.</li> <li>Finds floor rolls and simple push-passes difficult to direct.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the 5 step patterns with control; lands safely and adopts a ready position.</li> <li>Sends/receives along the floor with two hands or Hit Mitt; pushes ball accurately to partner.</li> <li>Begins continuous <b>floor</b> rallying over short distances.</li> </ul>	<ul style="list-style-type: none"> <li>Links step patterns fluidly at varied speeds; balances and recovers quickly.</li> <li>Controls ball confidently with either hand; adjusts force, direction and distance.</li> <li>Maintains longer cooperative <b>floor</b> rallies with consistent accuracy.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>Needs reminders to face partner, track the ball and choose appropriate force.</li> </ul>	<ul style="list-style-type: none"> <li>Tracks ball flight/roll; contacts in front of shoes; selects safe force to keep rallies going.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates path and moves early; varies angle/weight to help partner succeed; demonstrates simple placement.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>Hesitant to pair; needs frequent prompts to listen/respond.</li> </ul>	<ul style="list-style-type: none"> <li>Works cooperatively; counts rallies; offers simple praise.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages others, problem-solves as a pair (spacing/timing), and models safe equipment use.</li> </ul>

## Year 2 – Striking & Fielding (Tennis): Assessment Grid

Unit: *Developing control: drop-catch, tap-ups, serve-catch, targets, IN/OUT*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>Drop/bounce/catch lacks control; taps are inconsistent.</li> <li>Struggles to push or roll on a set pathway (to spot/hoop).</li> </ul>	<ul style="list-style-type: none"> <li>Performs <b>drop–bounce–catch</b> sequences; taps to head height and regains control.</li> <li>Pushes/rolls to a target (spot/hoop) with improving accuracy; stops ball in front of shoes.</li> </ul>	<ul style="list-style-type: none"> <li>Sustains controlled tap-ups and alternating-hand actions; adjusts height and tempo.</li> <li>Consistently hits/rolls to targets at varied distances; transitions quickly between tasks.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>Needs support to recognise <b>IN/OUT</b> or form simple sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Applies simple rules (one bounce; call IN/OUT); builds short serve/catch or tap sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Self-manages scoring/challenges; adapts placement or pace to keep rallies going or to meet a target challenge.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>Limited collaboration; needs reminders to wait/turn-take.</li> </ul>	<ul style="list-style-type: none"> <li>Works fairly in pairs/teams (Squirrels &amp; Magpies/Team Up &amp; In); records or times attempts.</li> </ul>	<ul style="list-style-type: none"> <li>Leads mini-tasks (start/stop, scoring), gives specific, kind feedback, and improves based on partner suggestions.</li> </ul>

## Year 3 – Striking & Fielding (Tennis): Assessment Grid

Unit: Right/left development, targets, forehand/backhand language, cooperative rallies & simple scoring

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Forehand/backhand push is unclear; timing late; limited side-on shape.</li> <li>• Struggles to collect/stop and re-direct to target.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows side-on ready position; contacts <b>in front</b>; pushes forehand/backhand along the floor; taps after bounce.</li> <li>• Builds cooperative rally counts (throw-hit or floor tennis).</li> </ul>	<ul style="list-style-type: none"> <li>• Varies height/pace; links tap-up to hit; cleans first-touch stop then re-direction; balanced recoveries after each action.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to serve from behind a line and call <b>IN/OUT</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts points appropriately (serve/throw); calls IN/OUT; counts rallies or points; rotates roles (hitter/thrower/umpire).</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses forehand/backhand based on placement; uses space and simple target zones; applies scoring confidently.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Inconsistent turn-taking; limited feedback language.</li> </ul>	<ul style="list-style-type: none"> <li>• Umpires honestly; gives simple coaching points (ready, track, contact in front).</li> </ul>	<ul style="list-style-type: none"> <li>• Supports teammates with clear cues; sets/achieves pair targets; reflects on how to increase rally length.</li> </ul>

## Year 4 – Striking & Fielding (Tennis): Assessment Grid

**Unit:** *Serve development, rally structure, forehand/backhand refinement, decision-making in small games*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Toss/serve lacks height or direction; contact erratic.</li> <li>• Groundstroke taps lack consistency across sides.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs simple <b>tap-serve</b> (gentle toss to head height); returns after a bounce; sustains forehand/backhand exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts toss/footwork to place serve; controls rally tempo; blends throw/roll/tap progressions into fluent sequences.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Forgetful with rotation/scoring; reactive rather than proactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mini-court areas, one-bounce rule, simple scoring to 3; starts points with serve; seeks space to win points.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts serve/return direction to move opponent; places to targets/hoops; selects when to play safe vs. attack.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Needs prompting to umpire or record scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Umpires fairly; records rally counts/scores; swaps roles smoothly within fours.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads stations/games administration; coaches peers with precise cues; models sportspersonship each game.</li> </ul>

## Year 5 – Striking & Fielding (Tennis): Assessment Grid

Unit: *Cartwheel-free tennis! (Forehand/backhand/volley), serve & return, play into space, doubles roles*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Technique on forehand/backhand or volley breaks under pressure; inconsistent contact in front.</li> <li>• Overarm/tap-serve unreliable.</li> </ul>	<ul style="list-style-type: none"> <li>• Hits forehand/backhand with side-on stance; contacts in front; controls volley with push action near net.</li> <li>• Executes consistent tap-serve and returns after one bounce.</li> </ul>	<ul style="list-style-type: none"> <li>• Links serve–return–rally phases; mixes groundstrokes/volleys; adjusts footwork, height, and pace to maintain or win rallies.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Relies on cooperative play; limited intention in placement.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims <b>into space</b>; uses right/left targets; understands server/returner roles; keeps visual score system.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies simple doubles roles/rotations; manipulates opponent with depth/angle; reads cues and anticipates.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Variable focus in pairs/fours; basic feedback only.</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively in stations and games; gives specific feedback (toss height, contact point, recovery).</li> </ul>	<ul style="list-style-type: none"> <li>• Leads group routines (serve order, time/scorekeeping); mentors peers while maintaining own performance quality.</li> </ul>

## Year 6 – Striking & Fielding (Tennis): Assessment Grid

Unit: Consolidation: serve/return under pressure, volley sequences, tactical play & mini-matches

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Inconsistent under pressure (serve/return/volley).</li> <li>• Recovery footwork late; contact drifts behind body.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves with controlled toss and contact; returns with forehand/backhand; plays controlled volleys when advancing.</li> </ul>	<ul style="list-style-type: none"> <li>• Strings points together with high technical consistency; adjusts stance/recovery to sustain or finish; shows court craft.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders on rotations, scoring to target, and court zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays structured <b>mini-matches</b> with serve to start, rallies to one-bounce; uses space to outplay opponent.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads opponent early; varies height/pace/direction; selects doubles/partner tactics (switch/cover) and presses advantages.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Umpiring comments hesitant; feedback vague.</li> </ul>	<ul style="list-style-type: none"> <li>• Umpires clearly (IN/OUT/let/double-bounce); manages time/scores; agrees results respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads courts independently (draws, rotations, cone-scoring system); gives precise, actionable feedback and models resilience.</li> </ul>

★ YEAR 1 – Games: Assessment Grid

Unit: *Throwing & Catching*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>Attempts to throw and catch but shows inconsistent control.</li> <li>Throws using very basic underarm action with limited aim or direction.</li> <li>Catches larger objects only when thrown gently or from a short distance.</li> <li>Moves around the space but with limited spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Throws underarm with developing accuracy towards a partner or target.</li> <li>Catches a ball/beanbag using two hands with improving consistency.</li> <li>Tracks the ball and steps towards it to receive.</li> <li>Moves confidently into space during simple activities.</li> </ul>	<ul style="list-style-type: none"> <li>Uses accurate, controlled throws consistently at different distances.</li> <li>Adjusts body position and hand placement to secure catches.</li> <li>Shows fluent movement into space to prepare for receiving.</li> <li>Demonstrates anticipation when positioning to catch.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>Follows simple rules with reminders.</li> <li>Needs support to choose where to move or send a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Takes turns fairly and follows basic rules reliably.</li> <li>Chooses appropriate throwing techniques for accuracy-based tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Independently applies simple strategies (e.g., aiming into space).</li> <li>Suggests ways to improve success in partner and group games.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>Participates but may lose focus or need prompts to work with others.</li> <li>Needs reminders to use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Works cooperatively with partners and small groups.</li> <li>Listens carefully and stays engaged throughout activities.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages peers and models positive behaviour.</li> <li>Shows enthusiasm, resilience and confidence when practising skills.</li> </ul>

★ YEAR 2 – Games: Assessment Grid

Unit: *Sending & Receiving*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Sends a ball using roll/underarm techniques with limited accuracy.</li> <li>• Catches but often traps the ball against the body.</li> <li>• Bounce passes or dribbles with inconsistent control.</li> <li>• Movement patterns when receiving are hesitant.</li> </ul>	<ul style="list-style-type: none"> <li>• Rolls and throws with improving accuracy and correct technique.</li> <li>• Catches with two hands consistently over short distances.</li> <li>• Bounce-passes or sends to a partner with developing control.</li> <li>• Moves into space to receive the ball more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects the most effective sending technique for the task.</li> <li>• Receives a ball on the move with good control.</li> <li>• Demonstrates smooth transitions between sending, moving and receiving.</li> <li>• Maintains fluency and consistency during small-sided activities.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders about game rules and turn-taking.</li> <li>• Struggles to position themselves effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies simple rules independently during paired and group tasks.</li> <li>• Recognises and moves into space to support a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggests simple tactics to help a team keep possession.</li> <li>• Anticipates where to move next and adapts positioning accordingly.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Needs prompts to stay focused or collaborate with others.</li> <li>• Gives very limited feedback to peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates positively and works safely with equipment.</li> <li>• Describes basic strengths in their own or others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Works with enthusiasm, encouraging others and showing resilience.</li> <li>• Gives clear, constructive feedback and uses it to improve performance.</li> </ul>

★ YEAR 3 – Invasion Games: Assessment Grid

Unit: Tag Rugby

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Handles the ball with limited control when moving.</li> <li>• Passing technique is inconsistent and usually stationary.</li> <li>• Movement patterns for dodging or evading defenders are hesitant.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the correct “W grip” and carries the ball with control.</li> <li>• Passes accurately over short distances.</li> <li>• Dodges defenders using simple changes of direction and speed.</li> <li>• Picks up the ball on the move with improving fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Passes accurately on the move and adjusts angle/timing under pressure.</li> <li>• Shows sharp, controlled changes of direction to evade defenders.</li> <li>• Maintains speed during attacking movements and transitions.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Understands basic rules but needs reminders during play.</li> <li>• Attempts tagging but often mistimes movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies simple attacking tactics such as running into space.</li> <li>• Defends by shadowing or moving towards an attacker.</li> <li>• Follows Tag Rugby rules with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads opponents’ movements to time tags accurately.</li> <li>• Uses space purposefully to create attacking opportunities.</li> <li>• Communicates effectively to support team strategy.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Hesitant in competitive tasks or team activities.</li> <li>• Needs prompts to show positive sporting behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates confidently and safely.</li> <li>• Shows resilience and responds positively to challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership by encouraging peers and modelling sportsmanship.</li> <li>• Reflects thoughtfully on performance to support improvement.</li> </ul>

★ YEAR 4 – Invasion Games: Assessment Grid

Unit: Netball & Basketball Skills

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Passes with limited accuracy; catching is inconsistent on the move.</li> <li>• Movement into space is hesitant or poorly timed.</li> <li>• Footwork (pivoting/stopping) lacks control.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses chest, bounce or shoulder passes with improving accuracy.</li> <li>• Receives the ball on the move using correct hand position.</li> <li>• Moves into space to support attacking play.</li> <li>• Controls footwork when stopping or pivoting.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects the most effective pass for the situation.</li> <li>• Times movement into space to create passing angles.</li> <li>• Demonstrates fluent footwork and controlled transitions in play.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders about footwork, contact and basic game rules.</li> <li>• Struggles to apply simple marking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies simple attacking and defending principles.</li> <li>• Marks with improving consistency and awareness.</li> <li>• Plays small games applying passing, movement and marking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads the game to anticipate passes and movement.</li> <li>• Applies defensive tactics (denying space, tracking movement) effectively.</li> <li>• Uses quick decision-making to influence gameplay.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Participates but may forget safe distances or lose focus.</li> <li>• Hesitant to offer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Works cooperatively, encouraging teammates.</li> <li>• Uses equipment safely and shows consistent effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows maturity and teamwork, supporting others in roles.</li> <li>• Leads warm-ups or tasks confidently and reflects effectively on performance.</li> </ul>

★ YEAR 5 – Invasion Games: Assessment Grid

Unit: Football & Hockey Skills

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Dribbling lacks control; mainly uses dominant foot/side.</li> <li>• Passing accuracy varies; receiving is inconsistent.</li> <li>• Finds it difficult to move and control the ball at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbles with developing control using both feet/sides of the stick.</li> <li>• Passes and receives accurately over short and medium distances.</li> <li>• Changes speed and direction while maintaining ball control.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses feints, changes of pace and ball protection effectively.</li> <li>• Controls the ball well under pressure or in crowded spaces.</li> <li>• Switches between strong and weak sides fluently.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Understands simple attacking/defending ideas but struggles to apply them.</li> <li>• Often reactive rather than proactive in positioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies space and moves into it to support team play.</li> <li>• Applies simple defending techniques (jockeying, closing space).</li> <li>• Maintains possession through accurate passing and support play.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates play to intercept or create opportunities.</li> <li>• Communicates effectively to organise team strategy.</li> <li>• Chooses tactics that respond to opposition behaviour.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Inconsistent focus in competitive tasks.</li> <li>• Needs reminders about respectful behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows resilience, teamwork and positive effort.</li> <li>• Understands importance of warm-up and can name key muscles used.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership, encouraging fair play and motivating others.</li> <li>• Reflects on performance thoughtfully to set improvement goals.</li> </ul>

★ YEAR 6 – Invasion Games: Assessment Grid

Unit: *Competitive Netball / Basketball*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Passing and receiving break down under pressure.</li> <li>• Struggles to maintain control while moving into space.</li> <li>• Footwork errors occur during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Passes accurately under pressure using a range of techniques.</li> <li>• Receives the ball on the move and protects it effectively.</li> <li>• Uses controlled footwork (pivoting, stopping) to maintain possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains high technical consistency during fast transitions.</li> <li>• Selects effective passes based on defender positioning.</li> <li>• Creates attacking opportunities through well-timed movement.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow rules or stay in correct positions.</li> <li>• Limited application of tactics during play.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies attacking and defending strategies to influence the game.</li> <li>• Marks effectively and reads passing lanes.</li> <li>• Communicates clearly during play.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads tactical decisions during competitive games.</li> <li>• Adapts team tactics in response to opponents.</li> <li>• Evaluates performance and suggests tactical improvements.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Shows frustration when losing or under pressure.</li> <li>• Limited engagement when umpiring or observing.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows mature sporting behaviour and resilience.</li> <li>• Umpires confidently and fairly; records scores accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a role model for fair play, commitment and teamwork.</li> <li>• Leads groups effectively and gives detailed, constructive feedback.</li> </ul>

 **YEAR 1 – RUNNING: Assessment Grid**

**Unit:** *Fundamental Running Skills, Jogging, Sprinting, Simple Routes, Basic Relays*

<b>Assessment Focus</b>	<b>Working Towards</b>	<b>Working At</b>	<b>Greater Depth</b>
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Runs with limited control; stops abruptly or veers off course.</li> <li>• Finds it difficult to maintain a steady jog.</li> <li>• Struggles to change speed or follow a simple route.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with improving control and balance.</li> <li>• Maintains a steady jog and can sprint safely over a short distance.</li> <li>• Follows simple marked routes with awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs fluently with good posture, balance and rhythm.</li> <li>• Adjusts speed confidently for different tasks.</li> <li>• Demonstrates strong spatial awareness when following or adapting running routes.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow start/finish points and stay in the running area.</li> <li>• Struggles to understand pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple running rules independently (lanes, start/finish, spacing).</li> <li>• Beginning to recognise when to jog or sprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses effective pace for different tasks.</li> <li>• Uses simple tactics such as leaving space, overtaking safely, or timing a sprint finish.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Needs encouragement to stay engaged during longer tasks.</li> <li>• Needs reminders about safe movement around others.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates positively and works safely with peers.</li> <li>• Can describe simple feelings related to exercise (e.g., “I’m out of breath”).</li> </ul>	<ul style="list-style-type: none"> <li>• Shows enthusiasm and resilience during longer running tasks.</li> <li>• Encourages peers and reflects on what helps them run better.</li> </ul>

 **YEAR 2 – RUNNING: Assessment Grid**

**Unit:** *Jogging Pace, 1-Minute Runs, Simple Relays, Zigzag/Direction Running*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Runs with variable pace and control.</li> <li>• Struggles to maintain running for more than short bursts.</li> <li>• Finds zigzag or directional running difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a steady jogging pace for short periods.</li> <li>• Runs zigzag routes with improving balance and coordination.</li> <li>• Completes simple relays with accurate baton handover.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows fluent, controlled running over different routes and speeds.</li> <li>• Demonstrates strong directional control and efficient movement patterns.</li> <li>• Performs consistent, smooth baton changes in relays.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs support staying in marked lanes/routes.</li> <li>• Limited understanding of pacing or team roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows running routes/rules independently.</li> <li>• Uses simple pacing strategies (start slow → speed up).</li> <li>• Understands basic relay responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies effective strategies such as maintaining rhythm, planned acceleration, or optimal positioning in relays.</li> <li>• Anticipates direction changes to improve efficiency.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Becomes tired quickly or loses focus during longer runs.</li> <li>• Needs reminders about sharing equipment or turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates well in all running tasks.</li> <li>• Works cooperatively in teams/relays.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows high motivation and consistent effort.</li> <li>• Encourages team members and reflects meaningfully on effort and stamina.</li> </ul>

 **YEAR 3 – RUNNING: Assessment Grid**

**Unit:** *Stride Control, Endurance Development, Acceleration/Deceleration, Overtaking*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Stride length and rhythm inconsistent.</li> <li>• Struggles to sustain running pace for more than a few minutes.</li> <li>• Acceleration or slowing down lacks control.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a comfortable, natural stride with developing rhythm.</li> <li>• Maintains a steady run for several minutes.</li> <li>• Accelerates and decelerates with improving control.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts stride, cadence and posture efficiently for different running demands.</li> <li>• Maintains strong, consistent pacing over extended runs.</li> <li>• Changes speed with precision and confidence.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs guidance to follow overtaking rules or run safely in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows running routes and overtaking rules consistently.</li> <li>• Uses simple strategies such as selecting when to speed up or hold pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies advanced tactics including using inside/outside lines, planning overtakes and pacing specific sections of a run.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Sometimes avoids longer endurance tasks.</li> <li>• Limited reflection on performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows determination during endurance runs.</li> <li>• Reflects simply on what helped or hindered performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows resilience, stamina and positive mindset.</li> <li>• Gives thoughtful feedback and uses self-evaluation to improve pacing or technique.</li> </ul>

 **YEAR 4 – RUNNING: Assessment Grid**

**Unit:** *Speed Endurance, Curve Running, Overtaking Zones, Relay Timing*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Running posture or technique breaks down at higher speeds.</li> <li>• Struggles to maintain pace over longer intervals.</li> <li>• Baton exchanges inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with good technique at varied speeds.</li> <li>• Sustains speed endurance during interval work.</li> <li>• Performs smooth baton exchanges at jogging pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates excellent technique even under fatigue.</li> <li>• Uses strong speed endurance to maintain pace during longer efforts.</li> <li>• Performs precise, well-timed relay exchanges under pressure.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders about overtaking safety or lane use.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses inside/outside lines appropriately on curves.</li> <li>• Applies basic relay strategies (timed acceleration, hand ready).</li> </ul>	<ul style="list-style-type: none"> <li>• Selects optimal racing lines, anticipates openings and adjusts tactics mid-run.</li> <li>• Leads relay strategy for the team.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Effort varies in interval or repetition-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows consistent effort and motivation across tasks.</li> <li>• Supports peers in relays.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads warm-ups or pacing groups.</li> <li>• Demonstrates high resilience and supports others with constructive advice.</li> </ul>

 **YEAR 5 – RUNNING: Assessment Grid**

**Unit:** *Speed Endurance, Surges, Race Strategy, High-Speed Relays, 12-Min Challenge*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Inconsistent pacing; tires early during longer runs.</li> <li>• Surges or pace changes lack control.</li> <li>• High-speed relay exchanges often break down.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains steady pace for middle-distance style runs.</li> <li>• Performs controlled surges and recovers well.</li> <li>• Executes accurate, safe baton exchanges at higher speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates excellent speed endurance and controlled technique across long intervals.</li> <li>• Uses powerful yet efficient surges and strong finishing drives.</li> <li>• Leads relay team with highly consistent and precise exchanges.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Limited race strategy; pacing often reactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies simple race plans (steady start → build → finish).</li> <li>• Understands when to surge or conserve energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and adapts race strategies to suit conditions.</li> <li>• Reads opponents and uses tactics intentionally during races/relays.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Variable motivation during extended challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows strong commitment, completing all endurance tasks.</li> <li>• Encourages peers and participates fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• Models high levels of discipline, motivation and sportsmanship.</li> <li>• Provides detailed advice and supports peers effectively.</li> </ul>

 **YEAR 6 – RUNNING: Assessment Grid**

**Unit:** *Endurance Strategies, Negative Splits, Pack Running, High-Speed Relay Exchanges, 15-Min Challenge*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Struggles to maintain pace during long runs.</li> <li>• Surges, kick finishes or group running lack control.</li> <li>• Relay exchanges inconsistent at speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates efficient running form with good endurance.</li> <li>• Performs controlled surges and strong finishes.</li> <li>• Carries out accurate relay exchanges at high pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows excellent endurance, maintaining pace throughout extended runs.</li> <li>• Performs advanced tactics (negative splits, planned surges) with confidence.</li> <li>• Executes fast, precise relay exchanges suitable for competitive situations.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs prompts to follow group running rules (spacing, overtaking zones).</li> </ul>	<ul style="list-style-type: none"> <li>• Applies strategies such as pacing, pack running and timed acceleration.</li> <li>• Reads race situations and adjusts decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses advanced race tactics, anticipates challenges, and leads team strategy.</li> <li>• Evaluates own and group performance with insight.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Variable perseverance during harder endurance tasks.</li> <li>• Requires encouragement to work collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows resilience, teamwork and positive attitude.</li> <li>• Reflects simply on improvements and effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates maturity, leadership and strong commitment.</li> <li>• Supports others, leads warm-ups and offers specific, constructive feedback.</li> </ul>

★ YEAR 1 – Athletics: Assessment Grid (Additional Unit in lieu of Swimming in KS2)

Unit: *Fundamentals of Athletics (Running, Jumping, Throwing)*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Runs in a straight line but struggles to change speed or direction with balance.</li> <li>• Attempts simple jumps but landings lack control or stability.</li> <li>• Underarm throws are inconsistent and often lack aim.</li> <li>• Catches larger objects with limited success and needs objects to be thrown slowly.</li> <li>• Shows early awareness of space but often follows others rather than choosing paths.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with developing control, changing speed and direction safely.</li> <li>• Jumps with improved takeoff and landing, showing developing balance.</li> <li>• Throws underarm towards a target with increasing accuracy.</li> <li>• Catches a ball/beanbag using two hands with improving consistency.</li> <li>• Finds and uses space safely during movement tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows fluent running technique, maintaining balance when changing speed or direction.</li> <li>• Performs controlled, stable landings from different jump types.</li> <li>• Throws with clear aim and consistent accuracy across short distances.</li> <li>• Adjusts body position to successfully catch moving objects.</li> <li>• Demonstrates strong spatial awareness, choosing effective pathways independently.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow simple activity rules.</li> <li>• Limited understanding of how to improve performance in running, jumping or throwing.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows rules for races, target games and movement tasks independently.</li> <li>• Beginning to recognise what helps them run faster, jump further or throw more accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies simple strategies (e.g., “swing arms”, “bend knees”, “look at the target”) to improve results.</li> <li>• Applies improvements across repeated attempts and explains how they helped.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Needs prompts to stay on task or work with a partner.</li> <li>• Gives very limited comments about what they found easy or hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Works positively with others, taking turns fairly.</li> <li>• Describes simple changes to their body during exercise (e.g., “I’m out of breath”).</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages peers during activities and shows enthusiasm throughout sessions.</li> <li>• Explains in simple terms why exercise and healthy foods help their body.</li> </ul>

★ YEAR 2 – Athletics: Assessment Grid (Additional Unit in lieu of Swimming in KS2)

Unit: *Developing Athletics Skills (Running, Jumping, Throwing, Control)*

Assessment Focus	Working Towards	Working At	Greater Depth
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>• Runs with variable control; struggles to maintain speed or adjust direction smoothly.</li> <li>• Jumping lacks a clear takeoff or balanced landing.</li> <li>• Underarm and early overarm throws are inconsistent in height or direction.</li> <li>• Catching skills remain basic and often rely on trapping the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with improving technique (head up, pumping arms, knee drive).</li> <li>• Jumps using one- or two-foot takeoff and lands with stability.</li> <li>• Throws with better control, exploring both underarm and early overarm actions.</li> <li>• Catches a ball/beanbag more reliably with developing hand–eye coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates fluent, coordinated running with controlled acceleration and deceleration.</li> <li>• Shows confident jumping technique, maintaining balance and controlling body shape.</li> <li>• Throws with accuracy and adjusts force/direction based on distance or target size.</li> <li>• Catches consistently using correct hand positioning and body alignment.</li> </ul>
<b>Rules, Strategies &amp; Tactics</b>	<ul style="list-style-type: none"> <li>• Needs reminders to follow rules in races, relays or throwing events.</li> <li>• Limited ability to reflect on performance or suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows rules independently during athletic-style activities.</li> <li>• Identifies simple ways to improve (e.g., “swing arms more”, “aim for the middle”).</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses effective strategies to improve results and explains their thinking.</li> <li>• Applies feedback to refine running, jumping and throwing techniques.</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>• Participation or effort varies depending on challenge level.</li> <li>• Gives minimal comments during group reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows consistent effort and positive attitude.</li> <li>• Can talk about why warming up is important and name some healthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates strong motivation and resilience in challenging tasks.</li> <li>• Explains how exercise affects muscles, breathing or heart rate in simple terms.</li> </ul>