

Hoyland Common Primary School

PE Skills





Transition

<u>Incerts assessment criteria</u>	<u>Skills</u>					
	Games	Dance	Gymnastics	Swimming (covered in Y3/4)	Athletics	Outdoor & Adventurous
A - Children copy, repeat and explore simple skills and actions with basic control and co-ordination.	I copy actions. I repeat and explore skills. I move with some control and care.					
B - Children start to link skills and actions in ways that suit the activities.	I can throw a ball underarm. I can roll a ball or hoop. I can hit a ball with a bat. I can move and stop. I can move to catch or collect. I can throw and kick a ball in different ways. I can decide where to stand to make a game difficult for a team.	I can perform some dance moves. I put moves together to make a short dance. I show rhythm in my dance. I choose the best movements to show different ideas. I move carefully with control. I use space safely.	I show control and co-ordination when travelling or balancing. I choose which actions to make. I copy sequences and repeat them. I can roll. I can travel in more than one way. I can balance. I can climb safely. I can stretch my body. I can curl my body.	With help I can swim up to 20 metres. I can swim up to 5 metres without floats. I can put my head in the water. I join in water activities at the pool. I explore different ways of moving in water.		
C						
D - Children describe and comment on their own and others actions.	I can talk about what I have done. I can describe what others' have done.					



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Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

E - Children talk about how to exercise safely, and about how their body feels during an activity.	I can describe how my body feels during an activity. I know how to exercise safely by looking for space.
F	
G	



Lower KS1

<u>Incerts assessment criteria</u>	<u>Skills</u>					
	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor & Adventurous
A - Children copy, remember, repeat and explore simple actions with control and co-ordination.	I copy and remember actions. I repeat and explore skills. I move with careful control, co-ordination and care.					
B - Children vary skills actions and ideas and link these in ways that suit the activities. (apply skills in sequences and combination).	I use rolling, hitting and kicking skills in games. I decide on the best position to be in during a game.	I perform my dance actions with control and co-ordination. I link two or more actions together to make a sequence. I remember and repeat dance movements. I choose the best movements to communicate a mood or feeling.	I plan sequences of movements. I can show contrasts such as small/tall, straight/curved and wide/narrow. My movements are controlled. I can balance on different points of my body.	I can swim up to 20 metres using my arms and legs to move. I use one basic stroke to swim, breathing properly. Using floats I swim with a controlled leg kick. I describe different swimming strokes.		
C – Children begin to show understanding of simple tactics and basic compositional ideas.	I use the terms 'opponent' and 'team mate' when playing games.					



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	I have developed tactics for the game I am playing.					
D – Children talk about differences between their own and others’ performance and suggest improvements.	<p>I talk about the differences between my own and others’ performances. I say what has gone well and why. I identify how a performance could be improved.</p>					
E – Children understand how to exercise safely, and describe how their body is feeling during different activities.	<p>I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others and by warming up properly.</p>					
F						
G – Children explore simple skills.	I use taught skills independently.					



Upper KS1

<u>Incerts assessment criteria</u>	<u>Skills</u>					
	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor & Adventurous <small>(Sherwood/Thornbridge)</small>
A						
B						
C- Children show that they understand tactics and composition by starting to vary how they respond.	I choose the appropriate tactics to cause a problem for the opposition. I follow rules in a game.	I improvise with ideas and movements. I refine my movements into sequences.	I plan, perform and repeat sequences.		I can run over a long distance conserving energy. I have a range of throwing techniques (underarm, overarm, putting and hurling).	I discuss with others how to solve problems.
D – Children see how their work is similar to and different from others work, and use this understanding to improve their own performance.	I say how my work is similar to and different from others. I use this understanding to improve my own performance.					
E						
F – Children give reasons why warming up before an activity, and why physical activity is good for their health.	I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health.					
G – Children select and use skills, actions and ideas appropriately, applying them with co-ordination and control.	I throw and catch a ball with control and accuracy. I strike a ball and field with control. I keep	My dance movements communicate an idea. My dance sequences are clear and fluent.	My body is balanced. My shapes are controlled. My sequences include changes in speed and	I can swim between 25 and 50 metres. My arms and legs are co-ordinated. I use more than one swimming	I can sprint over a short distance. I throw with accuracy to hit a target. I can jump in a number of	I use plans and diagrams to me get from one place to another. I enjoy solving problems or challenges outdoors.



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	possession of a ball (feet, hockey stick, hands.)	I can express emotions through dance.	level. I work on improving strength and suppleness by practising stretches and shapes.	stroke. I swim both on the surface and below the surface of the water. My breathing is co-ordinated with the stroke I am using.	ways, sometimes using a short run up.	I work and behave safely.
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Lower KS2

<u>Incerts assessment criteria</u>	<u>Skills</u>					
	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor & Adventurous <small>(Sherwood/Thornbridge)</small>
A						
B – Children link skills, techniques and ideas and apply them accurately and appropriately.	I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my action and movements.					
C – Children’s performance shows precision, control and fluency, and that they understand tactics and composition.	<p>I use a variety of techniques to pass.</p> <p>I work with my team or alone to gain possession of the ball.</p> <p>I can strike a bowled ball.</p> <p>I use forehand and backhand when playing racquet games.</p> <p>I field well.</p> <p>I choose the most appropriate tactics in a game.</p>	<p>I am creative and imaginative in composing my own dances.</p> <p>I perform expressively.</p> <p>My movements are controlled and express emotion or feeling.</p>	<p>I make complex sequences that include changes in direction, level and speed.</p> <p>I combine actions, shapes and balances in my gymnastic performance.</p> <p>My movements are clear, accurate and consistent.</p> <p>I prepare and perform to an audience.</p>	<p>I can swim between 50 and 100 metres.</p> <p>I use breast, front crawl and back stroke styles confidently.</p> <p>My swimming uses arms and legs in a confident and co-ordinated manner.</p> <p>I can describe personal survival skills.</p>	<p>I choose the best place for running.</p> <p>I am controlled in take-off and landing when jumping.</p> <p>I am accurate when throwing for distance.</p> <p>I combine running and jumping well.</p>	<p>I use maps and diagrams to orientate myself.</p> <p>I can adapt my actions to changing situations (e.g weather).</p> <p>With others I plan careful responses to challenges or problems.</p>
D – Children compare and comment on skills, techniques and ideas used in their own work, and use this understanding to improve their performance.	I compare and comment on the skills, techniques and ideas used in my work and in others. I use this to improve my performance.					
E – Children describe what effects exercise has on their body, and how it is valuable to their fitness and health.	I describe the effects exercise has on my body. I describe how valuable physical exercise is to my health.					



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F – Children explain and apply basic safety principles in preparing for exercise.	I explain and apply basic safety principles in preparing for exercise.					
G						



Lower KS2

<u>Incerts assessment criteria</u>	<u>Skills</u>					
	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor & Adventurous <small>(Sherwood/Thornbridge)</small>
A -						
B – Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	I select and combine my skills, techniques and ideas. I apply my skills, techniques and ideas accurately, appropriately and consistently. I show precision, control and fluency.					
C – When performing, children draw on what they know about strategy, tactics and composition.	I use tactics and follow rules. I plan my approach to attacking and defending.				I adapt my skills to different situations. I know and follow event rules.	I am careful but confident in unfamiliar environments. I use my senses to assess risks and adapt my plans accordingly. I prepare well by considering safety first. I can plan with others, seeking advice.
D – Children analyse and comment on skills and techniques and how these are applied in theirs and others work.	I analyse and comment on skills and techniques and how they are applied in my own and others' work. I modify and refine my skills and techniques to improve my performance.					
E – Children explain how the body reacts during different types of exercise, and why they warm up and cool down in ways that suit the activity.	I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity.					
F – Children explain why regular, safe exercise is good for their fitness and health.	I describe why regular, safe exercise is good for my fitness and health.					
G – Children modify and refine skills and techniques to	I use a range of	I refine my	I practise and	I can swim over	I show accurate	



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improve their performance.	shots and strokes to strike a ball. I can strike a ball on the volley.	dances with style and artistic intention. My dance matches the mood of the accompanying music. I choose my own dance steps or movements and develop them.	perform with control. My movements include very controlled balances, shapes, levels and actions. I link and adapt actions together into a well-timed sequence.	100 metres. I swim fluently. I use all three strokes with control and can sustain this for over 2 minutes. I breathe so that the pattern of my swimming is not interrupted.	control, speed, strength and stamina in my athletics.	
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