

EBJS Foundation Subject Assessment Record for PE



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2021 / 2022	Class:	Number of pupils in class:	Percentages	ARE:	GD:		
Pupils working at greater depth within their year group expectations:							
Pupils working below year group expectations:							
A Year 3 Sports Person							
Invasion Games - Move with a ball towards the goal with increasing control. - Understand their role as an attacker and as a defender. - Move into space to help support a team. - Defend an opponent and try to win the ball.	Gymnastics - Use a greater number of their own ideas for movements in response to a task. - Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. - Move in unison with a partner. - Choose actions that flow well into one another. - Adapt sequences to suit different types of apparatus. - With help, recognise how performances could be improved.	Dance - Create dance phases that communicate ideas. - Create dance phases with a partner and in a small group using canon and unison. - Repeat, remember and perform these phases in a dance. - Use dynamic and expressive qualities in relation to an idea. - Use counts to keep in time with a group and the music. - Recognise and talk about the movements used and the expressive qualities of dance.	Swimming - Enter and exit the water - Float on front and back (Self rescue 'make a star and float on your back') - Submerge under the water - Rotate from back to front and front to back and regaining an upright position - Push and glide and have a basic understanding of streamlining - Attempt aquatic breathing - Move effectively and efficiently through the water using alternating and simultaneous strokes on front and	Athletics - Run at fast, medium and slow speeds. - Use different take off and landings when jumping. - Develop jumping for distance and height. - Take part in a relay activity, remembering when to run and what to do. - Throw a variety of objects, changing my action for accuracy and distance. - Record my distances, numbers and times.	Net Games - Return a ball to a partner. Use basic racket skills. - Play a range of basic shots. - Move quickly around the court using a variety of movement patterns.	Striking and Fielding - Use overarm and underarm throwing, and catching skills. - Begin to strike a bowled ball after a bounce. - Bowl a ball towards a target. - Develop an understanding of tactics and begin to use them in game situations.	Outdoor and adventurous - To follow and give instructions. - Communicate ideas and listen to others. - Work with a partner and a small group. - Plan and attempt to apply strategies to solve problems. - Reflect on when and why I was successful at solving challenges. - Developing basic map reading skills.

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Continuous key skills in Year 3 across all units of learning:

- Communicate, collaborate and compete with each other
- Watch and describe performances accurately
- Beginning to think about how they can improve their own work
- Know their next steps on how to improve their work
- Demonstrate a positive and respectful attitude towards my immediate friendship group
- Communicate effectively by answering questions
- Give maximum effort in all that I do
- Begin to set SMART goals with support
- Suggest healthy lifestyle choices

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2022 / 2023	Class:	Number of pupils in class:	Percentages	ARE:	GD:		
Pupils working at greater depth within their year group expectations:							
Pupils working below year group expectations:							
A Year 4 Sports Person							
Invasion Games - Pass, receive and shoot the ball with increasing control. - Work as part of a team to keep possession and score goals when attacking. - Defend one on one and know when and how to win the ball. - Use simple tactics to help a team score or gain possession.	Gymnastics - Safely perform balances individually and with a partner. - Plan and perform sequences with a partner that include a change of level and shape. - Understand how body tension can improve the control and quality of their movements. - Watch, describe and suggest possible improvements to a performance.	Dance - Respond imaginatively to a range of stimuli related to character and narrative. - Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. - Use formation, canon and unison to develop a dance. - Refine, repeat and remember dance phases and dances. - Perform dances clearly and fluently. - Describe, interpret and evaluate dance, using appropriate language.	Swimming - Move effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke and butterfly. -Improve aquatic breathing. -Submerge and swim under water. -Improve stroke technique and increase distance covered. reminder of self-rescue 'make a star on your back' -Take part in fun competition-relay races	Athletics - Demonstrate the difference between sprinting and running over varying distances. - Demonstrate different throwing techniques. - Jump for distance and height with control and balance. - Throw with some accuracy and power into a target area.	Net Games - To play a continuous game with appropriate control. - Use a range of basic racket skills and a variety of shots in different areas of the court, considering opponent position. - Demonstrate good footwork on the court.	Striking and Fielding - Use overarm and underarm throwing, and catching skills with increasing accuracy. - Strike a bowled ball after a bounce. - Bowl a ball with some accuracy, and consistency. - Choose and use simple tactics for different situations.	Outdoor and adventurous - Accurately follow and give instructions. - Work effectively with a partner and a small group. - Identify key symbols on a map and use a key to help navigate around a grid. - Plan and apply strategies to solve problems.

Continuous key skills in Year 4 across all units of learning:

- Communicate, collaborate and compete with each other
- Watch and describe performances accurately
- Beginning to think about how they can improve their own work
- Know their next steps on how to improve their work
- Demonstrate a positive and respectful attitude towards my immediate friendship group
- Communicate effectively by answering questions
- Give maximum effort in all that I do
- Begin to set SMART goals with support
- Suggest healthy lifestyle choices

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2023 / 2024	Class:	Number of pupils in class:	Percentages	ARE:	GD:		
Pupils working at greater depth within their year group expectations:							
Pupils working below year group expectations:							
A Year 5 Sports Person							
Invasion Games - Understand there are different skills for different situations and begin to use these. - Move into space to help a team. - Play in a range of positions and know how to contribute when attacking and defending. - Pass, receive and shoot the ball with some control under pressure.	Gymnastics - Create and perform sequences using apparatus, individually and with a partner. - Use set criteria to make simple judgments about performances and suggest ways they could be improved. - Use canon and synchronisation, and mirroring when performing with a partner and a group and say how it affects the performance. - Use strength and flexibility to improve the quality of a performance.	Dance - Adapt and refine actions, dynamics and relationships in a dance. - Perform different styles of dance clearly and fluently. - Recognise and comment on dances, showing an understanding of style. - Suggest ways to improve their own and other people's work.	Swimming - Move effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke and butterfly. Swim using an effective technique in at least 3 strokes for 10m. -Improve stroke technique including increasing distance (ie length work) through training skills/practices. - Complete introduction to water safety and deep water work.	Athletics - Choose the best pace for a running event. - Perform a range of jumps showing some technique. - Show control at take-off in jumping activities. - Show accuracy and good technique when throwing for distance. - Understand how stamina and power help people to perform well in different athletic activities. - Lead a partner through short warm-up routines.	Net Games - Develop a wider range of skills and begin to use these under some pressure. - Select and apply preferred skills with increasing consistency. - Understand the need for tactics and make decisions about when best to use them. - Play cooperatively with a partner. - Demonstrate good footwork to cover a court space in a game situation.	Striking and Fielding - Strike a bowled ball after a bounce with increasing accuracy. - Begin to develop a wider range of skills and use these under some pressure. - Use tactics effectively in a competitive situation.	Outdoor and adventurous - Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. - Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. - Use critical thinking to approach a task. - Navigate around a course using a map.

			(eg straddle entry)				
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Continuous key skills in Year 5 across all units of learning:

- Effectively communicate, collaborate and compete with each other.
- Learn from others how they can improve their skills.
- Comment on tactics and techniques to help improve performances.
- Know their next steps on how to improve their work;
- Display a commitment to sport and encourage others to do the same
- Work with peers to set up and lead activities
- Demonstrate a positive and respectful attitude towards all my peers
- Communicate effectively by answering questions with confidence and competence in my response
- Set SMART goals which lead to improvements
- Know the importance of physical activity and diet on the human body and can describe the positive impacts using a scientific basis.

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Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2024 / 2025	Class:	Number of pupils in class:	Percentages	ARE:	GD:		
Pupils working at greater depth within their year group expectations:							
Pupils working below year group expectations:							
A Year 6 Sports Person							
Invasion Games - Pass, receive and shoot the ball with increasing control under pressure. - Select the appropriate action for the situation. - Create and use a variety of tactics to help a team. - Create and use space to help a team. - Select and apply different movement skills to lose a defender. - Use marking, and/or interception to improve defending.	Gymnastics - Understand what counter balance and counter tension is and show examples with a partner. - Combine and perform gymnastic actions, shapes and balances with control and fluency. - Create and perform sequences using compositional devices to improve the quality. - Suggest changes and use feedback to improve a sequence.	Dance - Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. - Adapt and refine actions, dynamics and relationships to improve a dance. - Choreograph a dance using props. - Perform dances fluently and with control. - Use appropriate language to evaluate and refine their own and others' work.	Swimming - Swim competently, confidently and proficiently over a distance of at least 25m. -Use a range of strokes effectively. (for at least 15m) -Perform safe self-rescue in different water-based situations. -Know the dangers of water and how to act responsibly when playing in or near different water environments (Nationally & locally. -Develop survival and self-rescue skills: treading water, Heat Escape Lessening	Athletics - Select and apply the best pace for a running event. - Exchange a baton with success. - Perform jumps for height and distance using good technique. - Show accuracy and good technique when throwing for distance. - Lead a small group through a short warm-up routine.	Net Games - Use a wider range of skills in game situations. - Play cooperatively with a partner / in a team. - Demonstrate good decision making when making shots within a game. - Identify and use a variety of tactics.	Striking and Fielding - Strike a bowled ball with increasing consistency - Use some tactics in the game as a batter, bowler and fielder. - Select the appropriate action for the game situation.	Outdoor and adventurous - Work effectively with a partner and a group. - Use critical thinking to form ideas. - Pool ideas within a group, selecting and applying the best method to solve a problem. - Reflect on when and how they are successful at solving challenges, and adapt methods in order to improve. - Orientate and map efficiently to navigate around a course.

			<p>Position (HELP) and Huddle positions, floating and resting in the water, attracting attention, sculling and swimming in clothes/buoyancy aids.</p> <p>-Develop water safety: knowledge and understanding of different water environments, how to stay safe when playing in and around water including recognising flags and warning signs and understanding national and local water safety advice.</p> <p>-Know what to do if others get into difficulties: stay safe: shout, signal; throw, do not go into the water; raising the alarm 999</p>				
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Continuous key skills in Year 6 across all units of learning:

- Effectively communicate, collaborate and compete with each other.
- Comment on tactics and techniques to help improve performances.
- Display a commitment to sport and encourage others to do the same
- Demonstrate a positive and respectful attitude towards all my peers
- Communicate effectively by answering questions with confidence and competence in my response
- Set SMART goals which lead to improvements
- Learn from others how they can improve their skills.
- Know their next steps on how to improve their work;
- Work with peers to set up and lead activities
- Know the importance of physical activity and diet on the human body and can describe the positive impacts using a scientific basis.