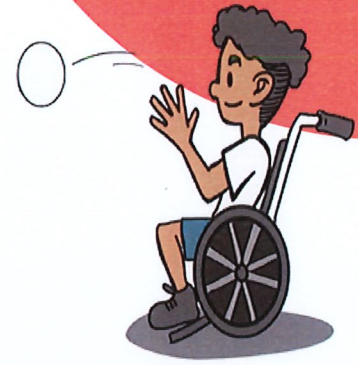




Get Set 4
Education

Assessment Criteria

Target games



Year 1

- I can recognise changes in my body when I do exercise.
- I can use an overarm throw aiming towards a target.
- I can roll a ball towards a target.
- I can use an underarm throw aiming towards a target.
- I can work co-operatively with a partner.
- I understand what good technique looks like.

Year 2

- I am able to select the appropriate skill for the situation.
- I can throw, roll or strike a ball to a target with some success.
- I can work co-operatively with a partner and a small group.
- I understand the principles of a target game and can use different scoring systems when playing games.
- I understand what good technique looks like and can use key words in the feedback I provide.

Get Set 4
Education



Get Set 4
Education

Assessment Criteria

Volleyball

Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can use the rules to referee a game.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use these.

Year 6

- I am confident to make decisions when refereeing.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.



Get Set 4
Education



Get Set 4
Education

Assessment Criteria

Badminton

Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 6

- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.





Get Set 4
Education

Assessment Criteria

Dodgeball



Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I work co-operatively with my group to self-manage games.

Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can catch with increasing consistency.
- I can communicate with my teammates to apply simple tactics.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend myself.
- I can throw with some accuracy at a target.
- I share ideas and work with others to manage our game.

Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can throw accurately at a target.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use these.

Year 6

- I can officiate and help to manage a game by refereeing.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.



Assessment Criteria Rounders



Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them.
- I can provide feedback using key words.
- I can use overarm and underarm throwing and catching skills.
- I work co-operatively with my group to self-manage games.

Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

Year 5

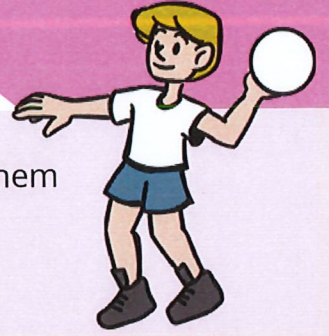
- I am beginning to strike a ball with a rounders bat.
- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

Year 6

- I can strike a bowled ball with increasing consistency.
- I can use a wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play fairly.
- I can work collaboratively with others to get batters out.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.

Assessment Criteria

Handball



Year 3

- I am learning the rules of the game and am beginning to use them honestly.
- I can defend an opponent to slow them down.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can throw, catch, dribble and shoot the ball with some control.
- I understand my role both as a defender and as an attacker.
- I work co-operatively with my group to self-manage games.

Year 4

- I can self-manage a match with my team-mates and officiate a match by applying the basic rules.
- I can delay an opponent and help to prevent the other team from scoring.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can throw, catch, dribble and shoot the ball with increasing control.
- I can use simple tactics to help my team gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Year 5

- I can lead others and contribute my ideas to group work.
- I use feedback provided to improve my work.
- I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I communicate with my team and move into space to help to maintain possession.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules and can apply them honestly most of the time including when refereeing.

Year 6

- I am confident to lead others and can contribute appropriate ideas to group work.
- I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can create and use space to help my team to maintain possession and create scoring opportunities.
- I can perform a range of skills with control and can select the appropriate action for the situation under pressure.
- I can work in collaboration with others to self-manage games so that they run smoothly.
- I recognise my own and others' strengths and areas for development and can suggest ways to improve.
- I use the rules of the game honestly and consistently when playing and refereeing.



Year 3

- I am learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards goal with increasing control.
- I can pass and receive the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.

Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can delay an opponent and help prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can help my team keep possession and score tries when I play in attack.
- I can pass and receive the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

Year 5

- I can communicate with my team and move into space to keep possession and score.
- I can identify when I was successful and what I need to do to improve.
- I can pass and receive the ball with some control under pressure.
- I can tag opponents and close down space.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

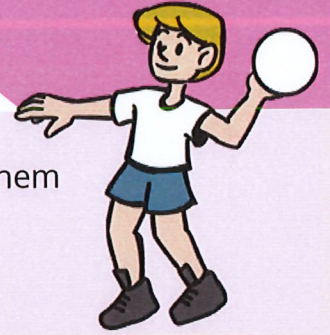
Year 6

- I can create and use space to help my team.
- I can pass and receive the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can tag opponents individually and when working within a unit.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.



Assessment Criteria

Handball



Year 3

- I am learning the rules of the game and am beginning to use them honestly.
- I can defend an opponent to slow them down.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can throw, catch, dribble and shoot the ball with some control.
- I understand my role both as a defender and as an attacker.
- I work co-operatively with my group to self-manage games.

Year 4

- I can self-manage a match with my team-mates and officiate a match by applying the basic rules.
- I can delay an opponent and help to prevent the other team from scoring.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can throw, catch, dribble and shoot the ball with increasing control.
- I can use simple tactics to help my team gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Year 5

- I can lead others and contribute my ideas to group work.
- I use feedback provided to improve my work.
- I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I communicate with my team and move into space to help to maintain possession.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules and can apply them honestly most of the time including when refereeing.

Year 6

- I am confident to lead others and can contribute appropriate ideas to group work.
- I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can create and use space to help my team to maintain possession and create scoring opportunities.
- I can perform a range of skills with control and can select the appropriate action for the situation under pressure.
- I can work in collaboration with others to self-manage games so that they run smoothly.
- I recognise my own and others' strengths and areas for development and can suggest ways to improve.
- I use the rules of the game honestly and consistently when playing and refereeing.



Assessment Criteria

Tennis

Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend my own court.
- I can sometimes play a continuous game.
- I can use a range of basic racket skills.
- I share ideas and work with others to manage our game.

Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 6

- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.



Assessment Criteria

Swimming



All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

Year 1

- I can float on my front and back.
- I can move and submerge confidently in the water.
- I can swim over a distance of 10m with a buoyancy aid.
- I can explain a pool rule that helps me to stay safe.
- I know and can demonstrate what to do if I fall into water.

Year 2

- I can float on my front and back.
- I can roll from my front to my back and then regain a standing position.
- I can glide on both front and back.
- I know several pool rules and can explain how they help me to stay safe.
- I can demonstrate what to do if I fall into water.
- I can swim over a distance of 10m unaided.
- I can begin to use arms and legs together to move effectively across the water.



Get Set 4
Education

Assessment Criteria

Dodgeball



Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I work co-operatively with my group to self-manage games.

Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can catch with increasing consistency.
- I can communicate with my teammates to apply simple tactics.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend myself.
- I can throw with some accuracy at a target.
- I share ideas and work with others to manage our game.

Year 5

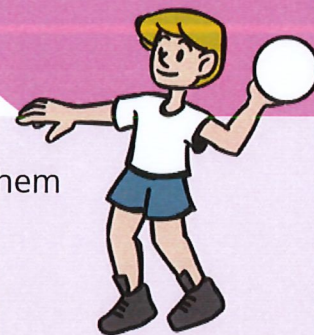
- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can throw accurately at a target.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use these.

Year 6

- I can officiate and help to manage a game by refereeing.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Assessment Criteria

Handball



Year 3

- I am learning the rules of the game and am beginning to use them honestly.
- I can defend an opponent to slow them down.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can throw, catch, dribble and shoot the ball with some control.
- I understand my role both as a defender and as an attacker.
- I work co-operatively with my group to self-manage games.

Year 4

- I can self-manage a match with my team-mates and officiate a match by applying the basic rules.
- I can delay an opponent and help to prevent the other team from scoring.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can throw, catch, dribble and shoot the ball with increasing control.
- I can use simple tactics to help my team gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Year 5

- I can lead others and contribute my ideas to group work.
- I use feedback provided to improve my work.
- I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I communicate with my team and move into space to help to maintain possession.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules and can apply them honestly most of the time including when refereeing.

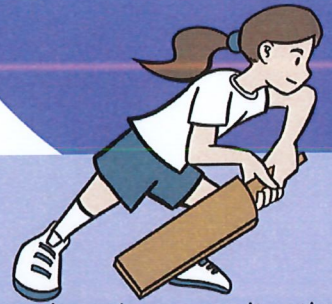
Year 6

- I am confident to lead others and can contribute appropriate ideas to group work.
- I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can create and use space to help my team to maintain possession and create scoring opportunities.
- I can perform a range of skills with control and can select the appropriate action for the situation under pressure.
- I can work in collaboration with others to self-manage games so that they run smoothly.
- I recognise my own and others' strengths and areas for development and can suggest ways to improve.
- I use the rules of the game honestly and consistently when playing and refereeing.



Assessment Criteria

Cricket



Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I work co-operatively with my group to self-manage games.

Year 4

- I am able to bowl a ball with some accuracy and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

Year 5

- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can strike a bowled ball with increasing consistency.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

Year 6

- I can select the appropriate action for the situation.
- I can strike a bowled ball with increasing consistency and accuracy.
- I can use a wider range of fielding skills with increasing control under pressure.
- I can use the rules of the game consistently to play fairly.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.

Assessment Criteria

Netball



Year 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can communicate with my team and move into space to support them.
- I can defend an opponent and try to win the ball.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.

Year 4

- I can use simple tactics to help my team score or gain possession.
- I understand the rules of the game and I can use them often and honestly.
- I can defend one on one and know when to win the ball.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can pass, receive and shoot the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I share ideas and work with others to manage our game.

Year 5

- I can communicate with my team and move into space to keep possession and score.
- I can identify when I was successful and what I need to do to improve.
- I can pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 6

- I can create and use space to help my team.
- I can pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.



Year 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

Year 4

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Year 5

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can use tracking, tackling and intercepting when playing in defence.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play fairly and honestly.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 6

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control. under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, tackling and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.



Year 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

Year 5

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use tracking and intercepting when playing in defence.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play honestly and fairly.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 6

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, tackling and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Assessment Criteria

Athletics



- Year 1
- I am able to throw towards a target.
 - I am beginning to show balance and co-ordination when changing direction.
 - I am developing overarm throwing.
 - I can recognise changes in my body when I do exercise.
 - I can run at different speeds.
 - I can work with others and make safe choices.
 - I try my best.
 - I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

- Year 2
- I show balance and co-ordination when running at different speeds.
 - I can jump and land with control.
 - I can use an overarm throw to help me to throw for distance.
 - I can work with others, taking turns and sharing ideas.
 - I can identify good technique.
 - I can describe how my body feels during exercise.
 - I try my best.

- Year 3
- I am developing jumping for distance.
 - I can identify when I was successful.
 - I can take part in a relay activity, remembering when to run and what to do.
 - I can throw a variety of objects, changing my action for accuracy and distance.
 - I can use different take off and landings when jumping.
 - I can use key points to help me to improve my sprinting technique.
 - I can work with a partner and in a small group, sharing ideas.
 - I show determination to achieve my personal best.

- Year 4
- I can demonstrate the difference in sprinting and jogging techniques.
 - I can explain what happens in my body when I warm up.
 - I can identify when I was successful and what I need to do to improve.
 - I can jump for distance with balance and control.
 - I can throw with some accuracy and power to a target area.
 - I show determination to improve my personal best.
 - I support and encourage others to work to their best.

- Year 5
- I can choose the best pace for a running event.
 - I can identify good athletic performance and explain why it is good.
 - I can perform a range of jumps showing some technique.
 - I can show control at take-off and landing in jumping activities.
 - I can take on the role of coach, official and timer when working in a group.
 - I can use feedback to improve my sprinting technique.
 - I persevere to achieve my personal best.
 - I show accuracy and power when throwing for distance.

- Year 6
- I can compete within the rules showing fair play and honesty.
 - I can help others to improve their technique using key teaching points.
 - I can identify my own and others' strengths and areas for development and can suggest ways to improve.
 - I can perform jumps for distance using good technique.
 - I can select and apply the best pace for a running event.
 - I can show accuracy and good technique when throwing for distance.
 - I understand that there are different areas of fitness and how this helps me in different activities.
 - I use different strategies to persevere to achieve my personal best.



Year 1

- I can recognise changes in my body when I do exercise.
- I can share my ideas with other people in the class.
- I can talk about what exercise does to my body.
- I recognise how exercise makes me feel.
- I try my best in the challenges I am set.
- I understand why it is important to warm up.

Year 2

- I can describe how my body feels during exercise.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I show determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.

Year 3

- I can collect and record my scores, recognising my strengths.
- I can complete exercises with control.
- I can persevere when I find a challenge hard.
- I can provide feedback using key words.
- I can use key points to help me to improve my sprinting technique.
- I can work safely with others.
- I show balance when changing direction.
- I understand that there are different areas of fitness.

Year 4

- I can collect and record my scores and identify areas I need to improve.
- I can use key points to help me to improve my sprinting technique.
- I share ideas and work with others to manage activities.
- I show balance when changing direction at speed.
- I show control when completing activities to improve balance.
- I show determination to continue working over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently.

Year 5

- I can analyse my fitness scores to identify areas for improvement.
- I can choose the best pace for a running event and maintain speed.
- I can encourage and motivate others to work to their personal best.
- I can identify how different activities can benefit my physical health.
- I can work with others to manage activities.
- I understand the different components of fitness and how to test them.
- I understand what my maximum effort looks and feels like and I am determined to achieve it.

Year 6

- I can change my running technique to adapt to different distances.
- I can collect, record and analyse scores to identify areas where I have made the most improvement.
- I can work with others to organise, manage and record information at a station.
- I encourage and motivate others to work to their best.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand the different components of fitness and ways to test and develop them.
- I work to my maximum consistently when presented with challenges.



Get Set 4
Education

Assessment Criteria Games



Nursery Unit 1

- I am beginning to negotiate space safely.
- I follow instructions with support.
- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I can explore movement skills.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

Reception Unit 1

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and encourage others.
- I use ball skills with developing competence and accuracy.
- I use movement skills with developing balance and co-ordination.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

Nursery Unit 2

- I can explore movement skills.
- I am beginning to explore a range of ball skills.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I follow instructions with support.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

Reception Unit 2

- I use movement skills with developing balance and co-ordination.
- I use ball skills with developing competence and accuracy.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively, take turns and encourage others.
- I follow instructions involving several ideas or actions.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.



Get Set 4
Education

Assessment Criteria

Striking and Fielding

Year 1

- I can catch a beanbag and a medium-sized ball.
- I can roll a ball towards a target.
- I can hit a ball using my hand.
- I can track a ball that is coming towards me.
- I know how to score points.
- I understand the rules and I am beginning to use these to play honestly and fairly.
- I understand when I am successful.

Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can hit a ball using equipment with some consistency.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

Get Set 4
Education





Assessment Criteria

Team Building and OAA



Year 1

- I can communicate simple instructions.
- I can follow instructions.
- I can follow path and lead others.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.

Year 2

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

Year 3

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

Year 4

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.
- I can work collaboratively and effectively with a partner and a small group.

Year 5

- I am inclusive of others and can share job roles.
- I can navigate around a course using a map.
- I can orientate a map confidently.
- I can reflect on when I was successful at solving challenges and alter my methods in order to improve.
- I can use critical thinking to approach a task.
- I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

Year 6

- I am inclusive of others, can share job roles and lead when necessary.
- I can orientate a map efficiently to navigate around a course.
- I can pool ideas within a group, selecting and applying the best method to solve a problem.
- I can use critical thinking skills to form ideas and strategies to solve challenges.
- I can work effectively with a partner and a group to solve challenges.
- With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.



Get Set 4
Education

Assessment Criteria

Invasion Games

Year 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I move to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

Year 2

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

Get Set 4
Education





Assessment Criteria

Yoga



Year 1

- I can recognise how yoga makes me both feel physically and mentally.
- I can remember and repeat actions, linking poses together.
- I can say what I liked about someone else's flow.
- I can show an awareness of space when travelling.
- I can work with others to create poses.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

Year 3

- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to considering my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

Year 4

- I can describe how yoga makes me feel and can talk about the benefits of yoga.
- I can link poses together to create a yoga flow.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can transition from pose to pose in time with my breath.
- I can work collaboratively and effectively with others.
- I demonstrate yoga poses which show clear shapes.
- I show increasing control and balance when moving from one pose to another.

Year 5

- I am confident to lead others through poses and flows.
- I can create a yoga flow individually and with others..
- I can move with control from one pose to another demonstrating good balance.
- I can provide feedback to others using key terminology and can use feedback to improve my work.
- I can use my breath to help me to hold and move from pose to pose.
- I show balance, strength and flexibility whilst holding yoga poses.

Year 6

- I am confident to lead others, demonstrating poses and teaching them my flow.
- I can use feedback provided to improve the quality of my work.
- I can use my breath to transition from one pose to another with control.
- I can use yoga poses to improve my flexibility, strength and balance.
- I choose poses which link easily from one to the other to help my sequence flow.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.



Nursery Unit 1

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

Reception Unit 1

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

Nursery Unit 2

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

Reception Unit 2

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

Year 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.



Assessment Criteria Gymnastics



Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can complete actions with increasing balance and control.
- I can use matching and contrasting actions in a partner sequence.
- I can provide feedback using key words.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

Year 5

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

Year 6

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand what counter balance and counter tension is and can show examples with a partner.



Get Set 4
Education

Assessment Criteria

Sending and Receiving

Year 1

- I am beginning to send and receive a ball with my feet.
- I can catch a ball with some success.
- I can recognise changes in my body when I do exercise.
- I can roll a ball towards a target.
- I can throw a ball to a partner.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to trap and cushion a ball that is coming towards me.
- I can accurately throw and kick a ball to a partner.
- I can catch a ball passed to me, with and without a bounce.
- I can roll a ball to hit a target.
- I can track a ball and stop it using my hands and feet.
- I can work co-operatively with a partner and a small group.
- I can work safely to send a ball towards a partner using a piece of equipment.

Get Set 4
Education





Assessment Criteria

Ball Skills



Nursery Unit 1

- I am beginning to negotiate space safely.
- I am beginning to explore a range of ball skills.
- I am beginning to take turns with others.
- I can make guided choices.
- I persevere with support when trying new challenges.
- I play ball games guided by the rules with support.

Reception Unit 1

- I can negotiate space safely with consideration for myself and others.
- I use ball skills with developing competence and accuracy.
- I play co-operatively and take turns with others.
- I can make independent choices.
- I persevere when trying new challenges.
- I play ball games with consideration of the rules.

Nursery Unit 2

- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I persevere with support when trying new challenges.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I play ball games guided by the rules with support.

Reception Unit 2

- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.
- I persevere when trying new challenges.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play ball games with consideration of the rules.

Year 1

- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Assessment Criteria

Ball Skills

Year 3

- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can show a variety of throwing techniques.
- I can throw with accuracy and increasing consistency to a target.
- I can track the path of a ball that is not sent directly to me.

Year 4

- I can accurately use a range of throwing techniques to throw to a target.
- I can catch different sized objects with increasing consistency with one and two hands.
- I can consistently track the path of a ball that is not sent directly to me.
- I can dribble a ball with increasing control and co-ordination.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.

Get Set 4
Education



Nursery Unit 1

- I am beginning to negotiate space safely.
- I play games honestly guided by rules with support.
- I am building my confidence to try new challenges.
- I follow instructions with support.
- I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games.
- I am beginning to take turns with others.

Reception Unit 1

- I can negotiate space safely with consideration for myself and others.
- I play games honestly with consideration of the rules.
- I am confident to try new challenges.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing balance and co-ordination when playing games.
- I play co-operatively, take turns and encourage others.

Nursery Unit 2

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns and congratulate others.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

Reception Unit 2

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges, deciding on the skills I use to complete the task.
- I use movement skills with developing balance and co-ordination.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and congratulate others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

Year 1

- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

Assessment Criteria

Fundamentals

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.
- I show balance and co-ordination when running at different speeds.

Year 3

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.

Year 4

- I can change direction quickly under pressure.
- I can explain what happens when I exercise.
- I can identify when I was successful and what I need to do to improve.
- I can link hopping and jumping actions with other fundamental skills.
- I can work with others to complete skipping challenges.
- I demonstrate good balance and control when performing other fundamental skills.
- I understand and can demonstrate how and when to speed up and slow down when running.



Get Set 4
Education

Assessment Criteria Introduction to PE



Nursery Unit 1

- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to demonstrate balance.
- I am beginning to take turns with others.

Reception Unit 1

- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I can demonstrate balance.
- I play co-operatively and take turns with others.

Nursery Unit 2

- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I understand the rules of the game.

Reception Unit 2

- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively and take turns with others.
- I understand the rules and can explain why it is important to follow them.