

## PHYSICAL EDUCATION SKILLS ASSESSMENT PROGRESSION STATEMENTS

<b>EYFS Early Learning Goals</b>	<p><b>Physical Development:</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b>Expressive Art and Design:</b> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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STATEMENT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Be Proficient</b> in Gymnastics <u>FMS- (Fundamental Movement Skills)</u> Jumping Balancing Skipping Hopping	Begin to become proficient in the fundamental movement skills.	Use the FMS for Gymnastics and know basic balances and body shapes and begin to sequence these.	Create gymnastic sequences using basic body shapes and balances, and vary these using level and tempo (rhythmic gymnastics). Begin to evaluate performances.	Develop fluency within sequences of basic body shapes and balances at varying levels and tempos. Begin to critically evaluate performances.	Fluently and consistently perform gymnastic sequences, selecting appropriate movements, balances and shaping. Critically evaluate performances and suggest improvements and alternatives.	Develop their own gymnastic sequences selecting appropriate movements, balances and shapes within these, considering level and tempo. Critically evaluate their own sequences and offer alternatives and improvements.
<b>Be Proficient</b> in Dance <u>FMS</u> Galloping Side Sliding Leaping	Begin to become proficient in the fundamental movement skills.	Use the FMS for Dance to follow given patterns of movement. Begin to understand that this will depend on the rhythm and tempo of music.	Begin to create short sequences of dance to given music and perform these.	Create short sequences of dance to varying rhythms and tempos of music and perform these.	Create and perform sequences of dance with varying levels and speeds, beginning to change pace within this, using space effectively.	Confidently create and perform fluent dance sequences, appropriate to the music, using space efficiently and linking movements together effectively. Critically evaluate dances, suggesting improvements.
<b>Be proficient</b> in Games <u>FMS</u> Running Throwing Catching Striking Kicking	Begin to become proficient in the fundamental movement skills of, using age appropriate equipment.	Use the FMS for Games to take part in small activities based on competitive sports, using age appropriate equipment.	Begin to refine the techniques of the FMS for games and begin to understand the importance of these (in relation to competitive sport).	Consolidate the use of FMS for games and see how these support and improve their performance.	Begin to use 'game specific' techniques (including language) and start to apply these to tactical choices.	Use 'game specific' techniques as appropriate, applying to other games as necessary and using these to inform tactics and choices.
<b>Participate</b> in competitive sport	Understand the concept of a team and competition.	Begin to understand the purpose of competition.	Understand and take part in competitive sport.	Take an active part in competitive sport and understand the legacy of this.	Actively participate in competitive sport and begin to be able to critique performance.	Critique performance of a team (think tactically) and lead a team as necessary.
<b>Make connections</b> between lifestyle and health	Know that a healthy diet and exercise are important.	Understand that a healthy diet and exercise are important and that they have	Begin to understand the effects that diet and exercise have on the body and which	Identify the functions of basic body parts and how a healthy	Begin to make informed decisions about their health and lifestyle and	Know the effects of a healthy diet and regular exercise and make appropriate and informed decisions based on these.

		positive effects on the body.	parts of the body are affected.	lifestyle impacts on these.	know how this impacts on our bodies.	
<b>Work collaboratively and communicate effectively</b>	Communicate with a partner whilst participating in PE.	Know that sport is primarily a team activity and apply general teamwork expectations to this.	Begin to build on one another's ideas and suggestions.	Take part in effective conversation about sport and movement, especially when performing.	Use technical vocabulary confidently suggest alternatives and improvements.	Respond appropriately to challenge and suggestions and contribute appropriately to a team or group.