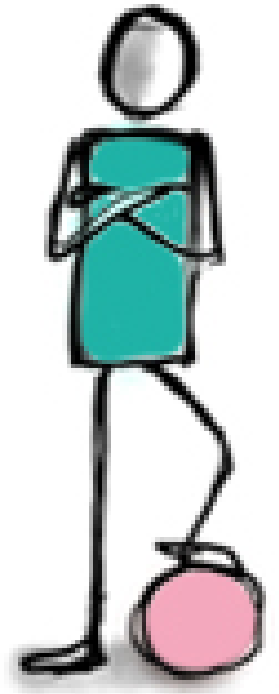


This is a collation of the 'whole class assessment' grids that can be found at the end of each Unit of Work.

You can also find 'individual pupil assessment' grids at the end of each Unit of Work.

At the end of each Unit, complete the appropriate page to assess the 'impact' on your class and identify pupils excelling or behind the expected development.

All PE Planning plans and mapping documents have been updated to reflect the outcomes and advice of Ofsted's 2022 PE Curriculum review.



Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Evaluate successful and unsuccessful techniques.			
Show understanding of the correct running technique.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Show good teamwork and sportsmanship when taking part in competitive throwing.			
Develop the overarm throw technique, throwing accurately towards a target.			
Practice the underarm throw technique, aiming towards a target showing increased control.			
Show a basic level of control, coordination and consistency when running.			
Explore and practice a variety of movements including running, jumping, and throwing techniques.			
Experiment with different jumping techniques, showing control, coordination, and consistency throughout.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.
Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Can watch and copy what they see and describe why they have copied that technique.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Use different skills and movements, including aiming into space to try win games.			
Can hit the shuttle varying height, speed and direction into space.			
Can control and balance the shuttle with some control, with and without a racket.			
Watch, track and catch a shuttle successfully, as well as throw it with control to a partner.			
Move fluently, changing direction and speed.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand the concept of moving to get in line with the ball to receive it.			
Describe why being active and playing games is good for you.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore different ways to use, move and send the ball.			
Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control.			
Demonstrate a basic underarm throwing action with control and accuracy.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.
Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.	Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.	(Empty space for notes)
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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Apply skills and tactics in simple games, including recognizing space and using it to your advantage.			
Understand why being active and playing games is good for you.			
Understand and follow simple rules for games and compete in physical activities both against self and against others.	Most	Some	Few
Move fluently, changing direction and speed,			
Show basic control of the ball, including when striking a ball.			
Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.			
Understand and follow simple rules for games and compete in physical activities both against self and against others.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Describe what it feels like to breathe quickly during exercise.			
Describe what they have done or seen others doing.			
Understand why being active and playing games is good for you.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Respond imaginatively to a range of stimuli.			
Move confidently and safely in your own and general space, using changes of speed, level and direction.			
Perform movement phrases using a range of different body actions and body parts – with control and accuracy.			
Create linked movements, combining different ways of travelling, with beginnings, middles and ends.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.

Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand and describe changes to their heart rate when playing a game.			
Talk about and develop movement skills needed in games.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Show control of a ball with basic actions. Develop and practise ball handling skills.			
Move the ball in different ways, Practising throwing using overarm and underarm techniques.			
Roll a ball with some accuracy.			
Recognise what is successful.			
Develop fundamental movement skills, becoming increasing confident.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Describe what you have done, or seen others doing.			
Describe what it feels like to breath quickly during exercise.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore different ways to use and move with a ball. Show control of a ball with basic actions.			
Send/ pass a ball and successfully catch/stop a ball.			
Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent.			
Use skills in different ways when playing games.			
Recognise space in games and use it to your advantage.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

Use this area to record any children identified as excelling or behind the expected development.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand the importance of rules and follow instructions to complete a task.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore different ways of moving, with and without a ball, developing movement and coordination.			
Show increasing control when pushing, patting, throwing, and catching a ball.			
Send objects towards a target with increasing accuracy.			
Begin to apply the basic putting technique into games.			
Compete against others in modified golf games.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Describe what you have done or seen others do.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.			
Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction.			
Combine different ways of travelling exploring a range of movements and shapes.			
Create linked movement phrases with beginning, middle and ends.			
Perform movement phrases using a range of different body actions and body parts.			
Develop agility, balance, and coordination.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.			
Identify what skills you need to practice.			
Can describe what you have done or seen others do.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Move fluently, changing direction and speed easily and avoiding collisions.			
Show control of the ball with basic actions – including sending a ball/equipment to a target.			
Can shoot successfully at a goal or target.			
Recognise space in games, using it to your advantage, and playing in a safe way.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Recognise space in games and use it to your advantage.			
Describe what you have done, or seen others doing.			
Understand why being active and playing games is good for you.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore different ways to use and move with a ball. Show control of a ball with basic actions.			
Send/ pass a ball and successfully catch/stop a ball.			
Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed.			
Use skills in different ways when playing games.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand how to play in a safe way.			
Describe why running and playing games is good for you.			
Watch, copy and describe others play.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore different ways to use, move and send the ball.			
Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control.			
Move to defend a goal.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Introduction to a compass and directions (N, E, S, W.)			
Understand how communication can help to solve problems with others.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Move in different directions and a variety of different ways.			
Work independently, as well as cooperatively in small groups.			
Participate in games following rules and playing fairly.			
Begin to plan how to solve problems.			
Participate in competition with others, completing a simple orienteering event.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Describe what you have done, or seen others doing.			
Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Understand and follow simple rules for games and compete in physical activities both against self and against others.			
Move fluently, changing direction and speed,			
Show basic control of the ball, including when striking a ball.			
Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.			
Apply skills and tactics in simple games, including recognizing space and using it to your advantage.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand who the attackers and who the defenders are.			
Decide when to pass and when to run.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Throw and catch a rugby ball to themselves and others.			
Improve movement skills whilst moving with the ball in two hands.			
Play simple tag rugby games understanding the rules of the game.			
Learn how to tag.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.

Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Describe what you have seen others doing.			
Understand why being active is good for you.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Engage in cooperative physical activities.			
Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball.			
Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it.			
Move fluently, changing direction and speed.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.
Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.

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Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

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Class Name:	Teacher:
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Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand how to play in a safe way and why being active and playing games is good for you.			
Describe what they have done or seen others doing. Change the way they use skills in response to their opponent's actions.			
Understand, follow, and apply skills and tactics in simple games.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Show control of a ball with basic actions and explore different ways to use and move with a ball.			
Send a ball in different ways e.g. throwing, pushing, rolling.			
Successfully received (catch/stop) a ball and understand the concept of moving to get in line with a ball to receive it.			
Recognise space in games and use it to their advantage.			

Evaluating Pupils and Adaptive Teaching

By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above.

Use this area to record any children identified as excelling or behind the expected development.

Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.

Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.