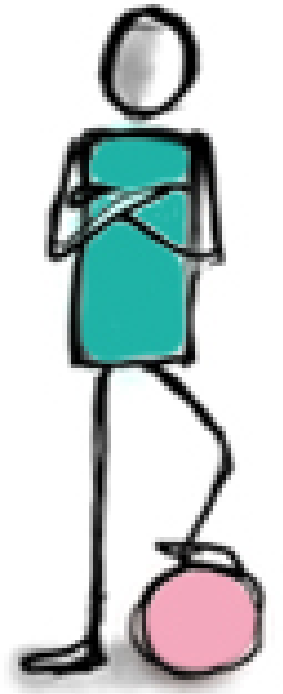


This is a collation of the individual assessment grids that can be found at the end of each Unit of Work.

At the end of each Unit, complete the appropriate page to assess the 'impact' on your class and consider future PE topics.

Completed pages can also be used to report your class's progress to next year's class teacher, and as evidence for your Sport Premium Grant.



Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes
Shows some understanding towards the effects of activity on their body.				Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.				
Can play in a group, extending and elaborating play ideas within the group.				
Begins to accept the needs of others and can take turns and share, sometimes with the support of others.				
Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.				
Shows increasing control when throwing and catching a large ball.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned throughout this Unit. Skills in this Unit can be transferred to Throwing & Catching, Working with others and Fun & Games.	Consider a similar Unit of Work for your next topic, so pupils can continue to practice the skills they have learned so far. A Unit such as Throwing & Catching would be a great option.	Consider a similar Unit for your next focus topic such as Movement Development or Me, Myself & I, or start this Unit again breaking down each plan with more differentiation.

Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Explore different movements – keeping good balance and coordination.				
Understand the concept of playing characters and taking on different roles and perform in character to the music.				
Show different emotions, impressions and expressions depending on the stimuli.				
Listen to the music and move in time with it.				
Work well with a partner, copying and mirroring movements.				
Work well with others.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned throughout this Unit. Skills in this Unit can be transferred to Movement Development, Ball Skills, and Fun & Games.	Consider a similar Unit of Work for your next topic, so pupils can continue to practice the skills they have learned so far. A Unit such as Working with Others would be a great option.	Consider a similar Unit for your next focus topic such as Movement Development or Me, Myself & I, or start this Unit again breaking down each plan with more differentiation.

Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes
Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.				Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.				
Begins to accept the needs of others and can take turns and share, sometimes with the support of others.				
Moves freely and with pleasure and confidence in a range of skilful ways.				
Shows understanding when counting objects to 10 and beginning to count beyond 10.				
Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned throughout this Unit. Skills in this Unit can be transferred to Ball Skills, Working with others and Throwing & Catching.	Consider a similar Unit of Work for your next topic, so pupils can continue to practice the skills they have learned so far. A Unit such as Ball Skills would be a great option.	Consider a similar Unit for your next focus topic such as Movement Development or Me, Myself & I, or start this Unit again breaking down each plan with more differentiation.

Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Travels with confidence and skill in a range of movements when using equipment.				
Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.				
Moves freely and with pleasure and confidence in a range of skilful ways.				
Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.				
Shows some understanding towards the effects of activity on their body.				
Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned throughout this Unit. Skills in this Unit can be transferred to Ball Skills, Movement Development and Fun & Games.	Consider a similar Unit of Work for your next topic, so pupils can continue to practice the skills they have learned so far. A Unit such as Working with Others would be a great option.	Consider a similar Unit for your next focus topic such as Movement Development, or start this Unit again breaking down each plan with more differentiation.

Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Travels with confidence and skill in a range of movements when using equipment.				
Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.				
Moves freely and with pleasure and confidence in a range of skilful ways.				
Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.				
Shows some understanding towards the effects of activity on their body.				
Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned throughout this Unit. Skills in this Unit can be transferred to Ball Skills, Me & Myself and Working with others.	Consider a similar Unit of Work for your next topic, so pupils can continue to practice the skills they have learned so far. A Unit such as Fun & Games would be a great option.	Consider a similar Unit for your next focus topic such as Me & Myself, or start this Unit again breaking down each plan with more differentiation.

Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Showing increased control when catching a ball.				
Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it.				
Moves freely and with pleasure and confidence in a range of skilful ways.				
Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.				
Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.				
Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned throughout this Unit. Skills in this Unit can be transferred to Ball Skills, Working with others and Fun & Games.	Consider a similar Unit of Work for your next topic, so pupils can continue to practice the skills they have learned so far. A Unit such as Ball Skills would be a great option.	Consider a similar Unit for your next focus topic such as Movement Development or Me, Myself & I, or start this Unit again breaking down each plan with more differentiation.

Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Can play in a group.				
Begins to accept the needs of others and can take turns and share, sometimes with the support of others.				
Keeps play going by responding to what others are saying or doing.				
Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.				
Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.				
Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned throughout this Unit. Skills in this Unit can be transferred to Ball Skills, Throwing & Catching, and Fun & Games.	Consider a similar Unit of Work for your next topic, so pupils can continue to practice the skills they have learned so far. A Unit such as Throwing & Catching would be a great option.	Consider a similar Unit for your next focus topic such as Movement Development or Me, Myself & I, or start this Unit again breaking down each plan with more differentiation.