

EYFS/Physical Development-
Moving and handling

Name:	Year:	Class:	Current Level:
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Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
I can move with some control.	I can move with control.	I can travel around and under.	I can travel whilst balancing.	I can move with confidence. imagination and in safety
	I can move with coordination.	I can travel over and through	I can travel on climbing equipment.	I can show awareness of space of themselves and of others.

E.g. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Final Level:

**EYFS/Physical Development-
Health and self-care**

Name:	Year:	Class:	Current Level:
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Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
I can use a range of small equipment.	I can handle tools and objects with some control.	I can handle tools and objects with increased control.	I can handle tools and objects safely with increased control.	I can begin to recognise the importance of keeping healthy.
I can use a range of large equipment.	I can handle construction and malleable materials some control.	I can handle construction and malleable materials with increased control.	I can handle construction and malleable materials safely with increased control.	I am beginning to be aware of what can keep me healthy

E.g. Children know the importance for good health of physical exercise, and healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently.

Final Level:

Physical Education

P1(i)

Name:	Year:	Class:	Current Level:
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The learner will encounter activities and experiences				
I can experience movement.	I can experience a combination of action with sound.	I can be passive or resistant.	I can make a startled response to a sudden noise (reflex responses)	I can make a startled response to a sudden movement.
I can experience music.	I can experience light patterns.	I can experience various sounds.	Any participation is fully promoted.	
E.g. Sucks fingers, turns head hands open and close, fingers move independently, arms wave independently.				

Final Level:

Physical Education

P1(ii)

Name:	Year:	Class:	Current Level:
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1. The learner will show emerging awareness of activities and experiences			2. The learner will show intermittent reactions	
I can make a brief response to sound.	I can make a brief response to music.	I can make a brief response to a moving object.	I can react to movement.	I can react to a change in temperature.
I can make a brief response to a picture.	I can make a brief response to physical sensory source.	I can make a brief response to light patterns.	I can react to physical contact.	
e.g. Turning briefly towards fast moving group activity, sometimes moving away from people, brings hands together, kicks legs, swipes at objects, holds head up, holds object for a few seconds, passes one hand to the other.				

Final Level:

Physical Education

P2(i)

Name:	Year:	Class:	Current Level:
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1. The learner will react to new activities and experiences	2. The learner will begin to show interest in people, events and objects	3. The learner will participate in shared activities
I can react to unfamiliar sounds.	I can respond consistently to familiar people.	I can engage in co-active exploration.
I can react to unfamiliar images.	I can respond consistently to familiar events.	
I can react to a new task.	I can respond consistently to familiar objects.	
I can react to a new experience.		
E.g. Showing surprise, patting at balls coming at them, moving about in the pool with the support of a member of staff, sits unsupported for 2 minutes, reaches for object with both hands, takes given object, drops object deliberately, explores by shaking or banging an object, looks for object that has been moved from vision, watches an object or person		

Final Level:

Physical Education

P2(ii)

Name:	Year:	Class:	Current Level:
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1. The learner will communicate consistent preferences	2. The learner will communicate affective responses	3. The learner will recognise familiar people, events and objects	4. The learner will perform simple actions.	5. The learner will remember learned responses.	6. The learner will participate in shared activities.
I can communicate preference for certain images.	I can respond with volume variation.	I can recognise familiar people.	I can attempt to perform a simple action.	I can remember learned responses over short periods of time.	I can co-operate with shared exploration.
I can communicate preference for certain sounds.	I can respond to specific stimulation.	I can recognise familiar events.	I can use trial and improvement to perform an action.		I can co-operate with supported participation.
		I can recognise familiar objects.			

e.g. Smiling in activities, gesturing or vocalising in particular way, pushing away a ball when it is repeatedly rolled towards them, being guided in creating patterns of movement, sits for indefinite time, turns body when sitting, stretches to pick object off floor, claps hands in imitation, throws object haphazardly, pulls or shakes object, looks for object out of sight.

Final Level:

Name:	Year:	Class:	Current Level:
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Physical Education P3(i)

1. The learner will request events or activities.	2. The learner will participate in shared activities.	3. The learner will sustain concentration.	4. The learner will explore materials.	5. The learner will perform simple actions.	6. The learner will remember learned responses.
I can request for an event or activity.	I can participate in shared exploration with less support.	I can sustain concentration for short periods.	I can explore different materials in increasingly complex ways. e.g. tapping an object with another	I can perform simple actions.	I can remember learned responses over extended periods. e.g. bouncing up and down on a trampette
I can begin to communicate intentionally				I can observe the result of my action.	I can remember a learned activity.
I can seek attention though eye contact, gesture or action				I can demonstrate an awareness of change as a result of my action.	I can remember the purpose of equipment.
e.g. pointing at a particular piece of PE equipment, moves from lying to sitting, moves across floor (crawling, rolling etc.) stands with support, lifts and reaches for objects, takes object out of a box, rolls ball in imitation and receives ball, pulls object towards themselves, deliberately knocks over tower and drops object, recognises familiar people.					

Final Level:

Physical Education

Name:	Year:	Class:	Current Level:
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P3(ii)

1. The learner will initiate interactions and activities.	2. The learner will remember learned responses.	3. The learner will respond to options and choices.	4. The learner will actively explore objects and events.	5. The learner will apply potential solutions systematically to problems.
I can greet familiar people.	I can remember learned responses over increasing periods.	I can respond to an option or choice.	I can actively explore objects.	I can attempt to solve simple problems.
I can initiate interactions with familiar people.	I can anticipate familiar events.	I can demonstrate dissatisfaction.	I can actively explore events.	E.g. moving out a foot or hand to stop a ball.
I can initiate activities with familiar people.	e.g. can start to move to familiar music	I can demonstrate satisfaction.	I can remain interested in an activity for a short period.	
e.g. pushing a ball towards a familiar person		I can indicate preference. e.g. choosing one object or place over another	e.g. moving around a space encountering a range of objects or obstacles	
e.g. pulls self into a standing position, drops from standing to sitting, takes step when supported, rolls ball towards a person and receives, attempts to throw a ball underhand, uses an object to strike another, points to objects, anticipates the effect of knocking a tower, empties container, puts ring on a cone or objects in a box, copies adult action with an object.				

Final Level:

Physical Education

P4

Name:	Year:	Class:	Current Level:
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1. The learner will establish movement patterns and perform single actions	2. The learner will respond to simple commands. e.g. stop ball or hoop	3. The learner will recognise familiar pieces of equipment	4. The learner will show awareness of cause and effect
I can demonstrate simple movement patterns.	I can respond appropriately to simple commands.	I can recognise equipment frequently used in activities.	I can show some basic awareness of cause and effect. E.g. knocking down skittles.
I can demonstrate single actions e.g. rolling, running, jumping or splashing.		I can select the correct equipment for a game.	I can respond to praise by repeating an action.
e.g. Can stand and be still, can change body shape, move around obstacles safely, can take part in a warm , can take turns, can work on their own (with or without support) I can send an object forwards.			

Final Level:

Physical Education P5

Name:	Year:	Class:	Current Level:
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1. The learner will link two actions in a sequence	2. The learner will follow simple instructions	3. The learner will explore a variety of movements and show some awareness of space	4. The learner will understand some basic concepts	5. The learner will take turns with a partner or in a small group	6. The learner will recognise and collect, on request, familiar pieces of equipment
I can perform two separate actions.	I can follow simple instructions.	I can perform a variety of movements.	I can demonstrate an understanding of some basic concepts.	I can be patient and wait for my turn.	I can recognise familiar pieces of equipment.
I can link two actions in a sequence.	I can stop when the music stops	I can explore movement in water.	e.g. taking big or little steps, or placing different colour beanbags in the right colour box	I can take turns with a partner.	I can collect familiar pieces of equipment.
e.g. Crawling and walking climbing and running, running and jumping	I can take part in a warm up	I can demonstrate some awareness of space. e.g. can move around simple obstacles safely with or without support.		I can take turns when part of a group.	e.g. a mat to lie on or a hoop to jump in.
		I can move within the available space safely.		I can watch a partner throw, send an object and appreciate their performances.	
				can show that they are pleased with their progress	

Final Level:

Physical Education P6

Name:	Year:	Class:	Current Level:
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1. The learner will work in pairs and small groups cooperatively	2. The learner will move in a variety of ways	3. The learner will link movements in a simple sequence	4. The learner will recognise small and large apparatus and use them with some basic control	5. The learner will throw and kick a ball, but lack direction
I can work appropriately with another person.	can move in a variety a ways. e.g. slowly or quickly (although they may require support to do this)	I can link movements in simple sequences.	I can recognise some small apparatus.	I can throw a ball in any direction (but lack control or direction).
I can work appropriately in a group activity.	I can move in different directions.		I can recognise some large apparatus.	I can kick a ball in any direction (but lack control or direction)
I can follow some instructions.			I can use some small apparatus safely and with control.	
I can stay on task for a short period of time.			I can use some large apparatus safely and with control.	
Can play different games with or without support				

Final Level:

Physical Education P7

Name:	Year:	Class:	Current Level:
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1. The learner will express themselves through repetitive and simple sequences and movement patterns	2. The learner will use control and coordination skills	3. The learner will listen to instructions and stop and start with some accuracy	4. The learner will work closely in pairs, trios or small groups	5. The learner will share and wait their turn	6. The learner will be aware of the changes that happen to their bodies when they are active
I can perform a simple movement pattern.	I can demonstrate various control skills.	I can "start" under command, with some accuracy.	I can work cooperatively with another person.	I can wait for my turn patiently.	I can aware of changes to my body from exercise.
I can perform a sequence of simple movements.	I can demonstrate various coordination skills.	I can "stop" under command, with some accuracy.	I can work cooperatively with two other people.	I can share equipment with others.	I can describe how I feel after participating in different activities.
I can experiment with moving in different ways.	e.g. they can kick a ball towards a target or throw a ball to a partner	I can listen to and follow instructions.	I can work in small groups.	I can use types of equipment with control	I can describe what I have done (with support if needed)
		I can remember simple rules			
		I can run, jump, throw with more control and accuracy			

Final Level:

Physical Education P8

Name:	Year:	Class:	Current Level:
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1. The learner will move with some control and coordination	2. The learner will follow and imitate sequences and patterns in their movements	3. The learner will use small and large apparatus safely	4. The learner will be aware of space, themselves and others	5. The learner will play simple games and may require support to keep score and follow game rules	6. The learner will recognise the changes that happen to their bodies when they are active
I can move with some control and coordination.	I can imitate simple movements.	I can use small apparatus safely.	I am aware of the space around me.	I can participate in command based games.	1 I can recognise changes to my body during exercise.
I can perform various actions with control and coordination.	I can imitate a sequence of movements.	I can use large apparatus safely.	I can move freely and safely within the available space.	I can participate in simple outwitting opponent games.	I can identify changes to my body after exercise.
e.g. travelling under or over climbing equipment move around apparatus and change direction	I can combine a series of movements.	I can match equipment to different games	I am aware of others.	I can participate in accurate replication games.	I know safety rules for throwing activities.
	I can repeat a series of combined movements.	I can send a ball in different ways and some control.	I can use the equipment correctly and safely.	I can understand that games have rules and can remember some.	
			I can link a run with a throw.	I can attempt to play within the rules of the game e.g. may need support to keep score or follow rules.	

Final Level:

Name:	Year:	Class:	Current Level:
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ADDINGTON Level 1

Games/Invasion/ Outwitting	Net	Gymnastics/ Trampolining	Dance	Knowledge of Health & Fitness	Athletics	Striking & Fielding
I can stop a ball with basic control	I can hit a ball with basic control (but no accuracy)	I can copy & explore basic actions with some control & co-ordination	I can copy & explore basic body patterns & movements	I can recognise changes in the body during exercise	I can run at different speeds	I can hit a ball with basic control
I can send a ball in the direction of another person	I can start to use different shots to suit the game activity	I have begun to choose & link basic actions, and I can recognise & use space appropriately	I can remember simple dance steps and perform in a controlled manner	I can take part in a basic fitness circuit and demonstrate moderate levels of fitness	I can jump from a standing position	I can send a ball in the direction of another person
I can take part in sending and receiving	I can describe and comment on my own and others actions	I can watch & discuss my own work & that of my peers	I can choose actions & link them with sounds & music	I can follow a teacher led warm up	I can throw an object with one hand	I can talk about how to exercise safely and how my body feels during activity
I can talk about exercising safely & short term effects of exercise	I can talk about how to exercise safely and how my body feels during activity	I can perform in a teacher led warm-up & I am aware of others	I can safely perform teacher led warm-ups & can describe & discuss others work			I can describe and comment on my own and others actions

Final Level:

ADDINGTON Level 2

Name:	Year:	Class:	Current Level:
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Games/Invasion/ Outwitting	Net	Gymnastics/ Trampolining	Dance	Knowledge of Health & Fitness	Athletics	Striking and Fielding
I can stop /catch a ball with control	I can hit a ball with increased control and some accuracy	I can copy remember, explore and repeat simple actions varying speed and levels	I can perform with control and co-ordination	I can recognise a change in temperature and heart rate during exercise	I can change speed and direction whilst running	I can hit a ball with increased control and some accuracy
I can pass a ball to someone else	I can serve underarm but with limited accuracy	I am beginning to select simple actions to construct basic sequences	I can respond imaginatively to a variety of stimuli	I can give reasons why exercise is important	I can jump accurately from a standing position	I can send a ball in the direction of another person with more accuracy
I can take part in opposed conditioned games	I am starting to maintain a basic rally with a partner	I am beginning to identify the difference between my performance and that of others	I can vary dynamics levels, speed and direction	I can take part in a fitness circuit and can sustain increased level of fitness. I can achieve level 3 on the bleep test	I can throw a variety of objects with one hand	I understand basic rules of the game
I understand about exercising safety and short term effects of exercise	I understand basic rules of the game	I understand the need for warm up and cool down, and also what is happening to my body during exercise	I can discuss my own and others performance with simple vocabulary. I understand the need for warm up and cool down	I can follow a teacher led warm up		I can talk about differences between my own and other's performances and suggest improvements

Final Level:

Name:	Year:	Class:	Current Level:
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ADDINGTON Level 3

Games/Invasion/ Outwitting	Net	Gymnastics/ Trampolining	Dance	Knowledge of Health and Fitness	Athletics	Striking and Fielding
I am beginning to influence opposed conditioned games	I can make contact with the ball but accuracy is often poor	I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination	I can improvise freely on my own and with a partner	I can recognise a change in heart rate, temperature and breathing rate	I can run at a speed appropriate to the distance I am running	-I can throw the ball accurately underarm -I can catch a ball thrown to me from a short distance -I can follow a basic warm-up
I can control and catch a ball with movement	- I can serve underarm from the service line -I can only use a forehand groundstroke	I can apply compositional ideas to sequences alone and with others	I can translate ideas from a variety of stimuli into movement	I can take part in different fitness levels and achieve level 4 on the bleep test	I can take a running jump	-I can make contact with the ball when batting but with incorrect technique. - I can make contact but from a slow feed.
I can accurately pass to someone else	-I have the incorrect grip on all shots so cannot put spin on the ball -I often just hit the ball back to opponent and rely on them to make the mistake	I can describe my own and others work noting similarities and differences. I can make suggestions for improvements	I can compare, develop and adapt movement and motifs to create longer dances. I can use dance vocabulary to compare and improve my work	-I can follow a teacher led warm up -I can name some muscles and show how to stretch them	I can demonstrate a range of throwing actions using a variety of objects	-I can bowl underarm accurately. -I can bowl overarm from a standing position but often without accuracy. -I can bowl from a standing position but often without accuracy.
I can move with a ball (unihoc / football)	-I can hit the ball over the net from a hand feed	I understand working safely, I recognise changes in my body and can give reasons why PE is good for health	I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health.	-I understand why it is important to warm up - I understand how to check my pulse accurately		-I can stop the ball in the field when it is hit towards me but with incorrect technique -I have a basic idea of the fielding positions and can play one of them.
I can talk about reasons for warming up / why exercise is good for health	-I can comment on how good a performance is - I can talk about how your body feels during and after a game -I understand a few of the basic rules of the game			-I can explain the different between endurance and strength training - I know how important it is to exercise every day		-I can comment on how good performance is -I can talk about how the body feels during and after a game -I can understand basic rules of the game.

Final Level:

Name:	Year:	Class:	Current Level:
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ADDINGTON Level 4

Games/Invasion/ Outwitting	Net	Gymnastics/ Trampolining	Dance	Knowledge of Health and Fitness	Athletics	Striking and Fielding
I can control and catch a ball and accurately pass whilst moving	-I can frequently make contact with the ball and it usually goes over the net -I can attempt an overhead serve but with limited success	I can link ideas, skills and techniques with control, precision and fluency when performing basic skills	I can demonstrate precision, control and fluency in response to stimuli	I can describe the changes in my body when running, jumping and throwing	I can improve and sustain running technique at different speeds	-I can throw the ball accurately overarm over a distance of 10-15m. -I can catch the ball showing correct technique for underarm and overhead catches
I can take part in conditioned game with understanding of tactics and rules	-I can move my feet to get into the correct position to play a shot -I can hit the ball using a forehand and backhand shot but with incorrect technique -I can start to place the ball away from your opponent making them move side to side	I understands composition by performing more complex sequences	I can vary dynamics and develop actions with a partner or as part of a group	-I can take my pulse to monitor my fitness -I can perform fitness tests and show that I have progressed - I can get to level 6 on the bleep test	I can demonstrate accuracy and technique in a range of throwing and jumping actions	-I can bowl overarm (Cricket) and underarm (Rounders) from a standing position accurately -I can use the long barrier fielding technique effectively
I can move with a ball in opposed situations (unihoc / football)	I can serve accurately underarm from the baseline	I can describe how to refine, improve and modify performances	I continually demonstrate rhythm and spatial awareness	-I can lead a warm up to a class - I can measure my heart rate and explain how heart rate recovery indicates fitness levels - I know how to work out my maximum heart rate	I can identify and explain good athletic performance	-I can use the correct grip to hold the bat keeping it straight when batting - I can hit the ball most of the time and in different directions
I understand / use principles of warm up and why exercise is good for health	-I can comment on skills and use this to improve - I know some of the rules but need help with the scoring -I can warm up and cool down in ways that are specific to the sport	I can demonstrate specific aspects of warm-up and describe effects of exercise on the body	I can modify my performance and that of others as a result of observation and basic understanding of the structure of the body			-I can comment on skills/techniques and use this to improve my performance. -I can understand the basic rules of wides, no-balls and 4's (Cricket) and No-balls and outs (Rounders). -Warm up and cool down in ways that are specific to Cricket or Rounders.

Final Level:

ADDINGTON Level 5

Name:	Year:	Class:	Current Level:
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Games/Invasion/ Outwitting	Net	Gymnastics/ Trampolining	Dance	Knowledge of Health and Fitness	Athletics	Striking and Fielding
I can control movement with a ball in opposed situation whilst moving	-I can serve overarm to a target -I can play a forehand with some topspin -I can play a backhand with some topspin	I can perform and create movement sequences with some complex skills and displaying accuracy and consistency	I can perform and create motifs in a variety of dance styles with accuracy and consistency	-I can design a basic training programme. - I can teach others how to use fitness equipment correctly	I can demonstrate good control, strength, speed and stamina in a variety of athletic events	-I can throw the ball accurately over a distance of 20-25m. -Use a long and short barrier when fielding
I can combine accurate passing skills / techniques in game	I can select different shots to move your opponent round the court e.g. drop shot	I can select and use a wide range of compositional skills in complex sequences alone and in groups. I show an ability to innovate	I can select and use a wide range of compositional skills to demonstrate ideas	-I can obtain level 8 on the bleep test. -I can lead a warm up and name the muscles whilst stretching	I understand how to apply athletic skills and tactics to the competitive situation	-I can bowl overarm consistently towards the stumps -In Rounders I can owl using a two stride approach with accuracy
I can advise and help others in their techniques in a game	I can hit a groundstroke on the move after being in a good ready position	I can analyse skills and can suggest ways to improve quality of performance showing sound knowledge and understanding	I can suggest ways to improve quality of performance showing sound knowledge and understanding	-I can explain the importance of good nutrition in sport - I can explain how lactic acid builds up and how a cool down helps remove it	I can explain how to improve technique in a variety of events	-I start to experiment with bowling in different ways e.g. swing or spin -In Rounders start to experiment with bowling in different ways e.g. donkey drop or spin
I understand and explain short term effects of exercise, warming up and cooling down	-I can score a singles match - I can analyse techniques and then use this to improve performance.	I can lead own warm up and demonstrates all round safe practice	I can lead my own warm up and demonstrates all round safe practice		warm up and cool down	-I can bat with the correct technique and with precision. Hit the ball most of the time when batting even with changes of pace and spin. I can bat use a

						solid defensive batting technique to protect my wicket.
I understand and can explain long term effects of exercise						<ul style="list-style-type: none"> -I can describe basic fielding positions. -I can analyse skills/techniques and then use this to improve performance. -I can umpire a small sided game.

Final Level: