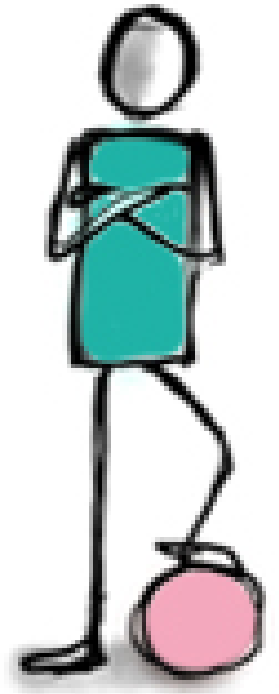


This is a collation of the ‘whole class assessment’ grids that can be found at the end of each Unit of Work.

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.			
Learn how to evaluate and recognise their own success.			
Devise suitable warm-up activities for the upcoming activities.			
Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Combine basic jump actions to form a jump combination, using a controlled jumping technique.			
Perform a throwing technique with control, coordination, and consistency.			
Perform competitively with 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.

.....

.....

.....

.....

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

.....

.....

.....

.....

Class Name:	Teacher:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand the different types of rallies, participating in both.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.			
Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent.			
Use different skills to try and win games.			
Work together to keep a rally going, returning the shuttle to a partner.			
With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control.			
Can move around the court with purpose, demonstrating a fast-paced chasse movement in isolation and in 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.

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Explain and apply basic attacking and defending principles.			
Identify what you need to practice to improve your performance.			
Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Move the ball keeping it under control whilst changing direction.			
Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways e.g. high, low, fast, slow.			
Find and use space in game situations and work well as part of a team.			
Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations.			

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:
--------------------	-----------------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Explain the tactics you have used in games.			
Communicate, collaborate, and compete with others, following the rules of the game.			
Recognise what you do well and what you find difficult and explain good performances.			
Chose fielding skills which make it difficult for your opponent.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Show control, coordination and consistency when throwing and catching a ball.			
Hit a ball with increasing control from a tee and progress to without a tee.			
Take up spaces/positions that make it difficult for the opposition.			

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:
--------------------	-----------------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance.			
Understand the link between heart rate and breathing when exercising.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore and create characters and narratives in response to a range of stimuli.			
Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.			
Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction.			
Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.			
Work well as part of a team.			

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:
--------------------	-----------------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Describe how your body feels when you are warming up and playing games.			
Evaluate your own performance and describe skills you need to improve your play.			
Find and use space in game situations and explain the importance in this tactic.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Get in good positions to throw and receive the ball.			
Send a ball with accuracy, control, and consistency, whilst moving at different speeds.			
Practice and improve the underarm throw and side shot throw.			
Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.			

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Employ and explain simple tactics in game situations.			
Learn to recognise your own success.			
Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Move the ball keeping it under control whilst changing direction.			
Apply basic attacking and defending principles such as finding and using space in game situations.			
Pass, shoot and receive a ball with increasing accuracy, control and success.			
Challenge a player in possession of the ball.			

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Understand the importance of accuracy when chipping.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore the skills required to play golf successfully.			
Continue to develop and apply the chipping technique to competitive games.			
Develop and demonstrate the ability to 'putt' accurately and effectively.			
Demonstrate good teamwork skills.			

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:
--------------------	-----------------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Recognise and explain a good performance.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.			
Show control, accuracy and fluency of movement when performing actions on your own and with a partner.			
Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.			
Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.			
Collaborate with 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.

.....

.....

.....

.....

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

.....

.....

.....

.....

Class Name:	Teacher:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Know, keep, and follow the rules of the game.			
Identify what skills they need to practice.			
Develop the understanding of the importance of speed and stamina when playing invasion games.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Get into good positions to pass and receive the ball. Pass the ball using different techniques.			
Develop set moves that can be used in attacking play.			
Show growing control and consistency during games.			
Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.			

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Explain simple tactics in game situations.			
Recognise what you do well and what you find difficult.			
Understand the link between heart rate and breathing when exercising.			
Devise suitable warm up activities for the upcoming activity.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Move the ball keeping it under control whilst changing direction.			
Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success.			
Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession.			

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Develop the understanding of the importance of speed when playing invasion games.			
Understand the link between heart rate and breathing during different activities.			
Identify and describe the skills needed to improve your game.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Get into good positions to pass, receive, and shoot the ball.			
Pass the ball using different techniques.			
Shoot and score with increasing accuracy.			
Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.			

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Have knowledge of safety rules and procedures for taking part in orienteering event.			
Work as a team to plan and decide what approach to use to meet the challenge set.			
Explain how you could improve your performance.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Develop a basic understanding of map reading/making and apply these skills and techniques in games.			
Work cooperatively and successfully as part of a team, improving communication skills.			
Recognise where you are on a map.			
Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.			

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Recognise what you do well and what you find difficult and explain good performances.			
Explain the tactics you have used in games.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Show control, coordination and consistency when throwing and catching a ball.			
Hit a ball with increasing control, accurately towards a target.			
Take up spaces/positions that make it difficult for the opposition.			
Communicate, collaborate, and compete with others, following the rules of the game.			
Chose fielding skills which make it difficult for your opponent.			

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:
-------------	----------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
To begin to understand the rules of tag rugby.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Move in different directions learning to move away from your opponent and keep control of the ball when running.			
Learn how to pass in rugby, catching successfully and improving skills whilst on the move.			
Move forward to attack as part of a team – running in a line.			
To work as part of a team when defending, keeping in a line, and spreading out.			
Successfully score a try.			
Develop physical characteristics needed for the game, e.g. speed, fitness, agility.			

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:
--------------------	-----------------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Recognise and explain good performances and learn how to recognise and evaluate your own success.			
Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy.			
Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent.			
Begin to apply basic movements in a range of activities and in combination.			
Apply basic principles for attacking including finding and using space in game situations.			
Keep a rally going using a range of shots.			

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:
--------------------	-----------------

Learning Objectives for this Unit

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Devise suitable warm-up activities for the upcoming activities.			
Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance.			
Describe how their bodies feel when exercising.			
Explain the tactics they have used in games.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Apply basic principles suitable for attacking and defending.			
Choose the appropriate throwing technique to meet the demands of the task.			
Send a ball into space at different speeds and heights to make it difficult for the opponent.			
Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball consistently.			

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.

.....

.....

.....

.....