

Progress in PE Assessment



What is Progress in PE?

Progress in PE is all a school needs to deliver and assess PE easily. It teaches children physical literacy and the basic skills they need in order for them to participate in different sports and disciplines. Each year group has 10 statements for each area of PE (5 for Unit 6), the statements aren't in any particular order. The 6 areas of PE can be delivered in any order, perhaps to match with the competition calendar. Ideally, one new area should be delivered each half term. Once you have delivered the 10 statements in lessons and have assessed the children, you can then allow them to show their skills by including the suggested areas or sports for application in PE lessons.

Progress in PE Statements - Assessment (No assessment for Area 6)

1-3 Statements achieved = Participating

4-6 Statements achieved = Developing

7-9 Statements achieved = Potential

10 Statements achieved = Performance

The 6 Areas of PE and Suggested Areas/Sports for Application:

1. Running and Jumping (Athletics and Team Games)
2. Throwing and Catching (Team Games, Netball, Rugby, Basketball)
3. Balance, Agility and Co-ordination (Gymnastics)
4. Games - Attacking and Defending, Striking and Fielding (Tennis, Football, Cricket, Rounders)
5. Dance and Movement Patterns (Dance, Skipping)
6. Achieving my Personal Best and Healthy, Active Lifestyles (Cross Country, Fitness Circuits)

NB* - Other Areas - Swimming (covered in Y3 and Top-up for Y6) and Outdoor and Adventurous Activities (Orienteering and Carlton OEC visits)

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1. Running and Jumping (Athletics, Races and Team Games)

EYFS

1. I can walk and finding my own space.
2. I can run freely at different speeds with confidence.
3. I am jump and land on 2 feet.
4. I can run and jump.
5. I can climb on and off equipment safely. (Benches/steps)
6. I can walk along a bench, holding my hands out for balance.
7. I can crawl along and under equipment.
8. I can stop on teachers/coaches call/whistle
9. I can move around and under objects with skill and confidence.
10. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Year 1

1. I can walk in a straight line with control, using arms and legs alternatively
2. I can run in a straight line, lifting my knees high
3. I can use my arms correctly to help me to run faster
4. I can jump from 2 feet and land on 2 feet
5. I can hop on one leg for 5 seconds without overbalancing
6. I can run 100meters without stopping, I may walk for parts.
7. I can balance an object on my head whilst walking
8. I can run at a fast pace (sprinting) on my toes (balls of feet)
9. I can jump from 2 feet and land on 1 foot (and vice versa)
10. I can hop on the spot on 1 leg for 10 seconds, using arms for balance

Year 2

1. I can change my pace on a command (walk, jog, sprint)
2. I can use my outside foot to 'dig in' and change direction
3. I can run for 100meters without stopping or walking.
4. I can jump backwards and forwards over a line for 20 seconds, lifting knees high
5. I can combine a run up with a jump to make me jump further
6. I can bend my knees and push myself to jump straight up, touching a mark on a wall



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7. I can run forwards and backwards with control, changing between these easily
8. I can run quickly backwards, bending forwards, looking over both shoulders
9. I can sidestep quickly with bent knees, keeping hips and feet facing forward
10. I can jump backwards, sideways and forwards with excellent balance

Year 3

1. I can pace myself during a long-distance run (300 meters)
2. I can jump and turn in the air to face a different way
3. I can pursue/chase a target, following their path exactly
4. I can stop myself quickly and carefully when running at speed
5. I can hop, step then jump and land on 2 feet (triple jump)
6. I can push myself to triple jump further, using a run up and arms to propel me
7. I can sprint 50 meters, using the correct technique.
8. I can change direction to avoid others
9. I can improve my high or long jump by using arms and legs to push up
10. I can apply my running and jumping skills in a competitive situation (dodgeball, relay races, hurdles or ladder races)

Year 4

1. I can run over low obstacles, clearing them most of the time
2. I can sprint correctly, starting off in a bent position, straightening up
3. I can run for 600 meters, pacing myself without stopping, I am walk at times.
4. I can run with an object I my hand without dropping it
5. I can pass and receive a relay baton without dropping
6. I can demonstrate 4 changes in speed (walk, jog, run, sprint)
7. I can use heel, toe, push up (preparation jump) to jump high
8. I can use a range (at least 5) different foot patterns in ladders or around cones
9. I can jump sideways over a small obstacle repeatedly for 30 seconds (speed bounce)
10. I can run and jump over higher obstacles (hurdles) and clear them most of the time

Year 5



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1. I can jump sideways over a low obstacle repeatedly for 20 seconds (speed bounce)
2. I can run over low obstacles, clearing them all
3. I can maintain a maximum speed for 60 metres
4. I can run 1600m pacing myself, I may stop and walk at times. (Cross Country)
5. I know when to set off for an effective relay change over
6. I can demonstrate an excellent running posture and technique
7. I can hop, step and jump with control and fluency (triple jump)
8. I can do a range of jumps with excellent balance (hopping, long jump, triple, high)
9. I know how to improve my running technique
10. I can begin to accelerate rapidly from a standing sprint position

Year 6

1. I can run and jump over a range of different obstacles, clearing them every time
2. I can sprint for 75m
3. I can complete a 1600m run without stopping.
4. I can help myself and others improve their running technique
5. I can perform a long jump and triple jump and understand how to measure them
6. I can explain how a relay works and compete well as part of a team
7. I can show leadership skills in athletics
8. I can sprint at the end of a long distance race to win
9. I can perform a long and triple jump with pace and a run up to help me go further
10. I can explain to others how they can run faster and jump higher and further

2. Throwing and Catching (Team Games, Netball, Rugby, Basketball)

EYFS

1. I can roll a ball along the floor without it bouncing.
2. I can pass a ball to a friend/partner.
3. I can throw an object, using over and under arm throw.
4. I can trap or stop an object coming towards me.
5. I can walk while holding a ball in 2 hands
6. I can bounce a ball.



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7. I can throw a large ball and catch it with two hands.
8. I can bounce a ball and attempt to catch.
9. I can throw a ball towards a target.
10. I can catch a ball thrown to me, most of the time.

Year 1

1. I can roll a ball around my body, sitting down or standing up (static)
2. I can pass a ball from one hand to the other without dropping it
3. I can push (roll) a ball accurately to a partner, sitting down or standing up
4. I can trap or stop a ball using different parts of my body
5. I can travel at speed, holding a ball in 2 hands
6. I can bounce a ball repeatedly on a target, with control (static)
7. I can throw a large ball to myself, catching it most of the time
8. I can bounce a ball to my partner who is about 2m away
9. I can throw a ball to someone who is about 2m away (2 hands, underarm)
10. I can catch a ball thrown to me from 2m away, most of the time

Year 2

1. I can roll a ball around my body whilst walking or jogging
2. I can pass a ball from one hand to the other without dropping it, whilst travelling
3. I can step with the opposite foot to my throwing hand when I throw a large ball
4. I can fully extend my arms and fingers when I release the ball (1 or 2 hands)
5. I can make a target for my friend to aim for using my hands
6. I can bounce a ball at hip height, using my fingertips, whilst moving
7. I can pull a ball into my chest tightly when catching
8. I can throw a ball (or bean bag) into or onto a target from 3m to score a point
9. I can throw a ball to someone who is about 3m away (2 hands, push from chest)
10. I can catch a ball thrown to me from 3m away, most of the time

Year 3

1. I can throw a ball, stepping forward with one foot, keeping back foot toes down
2. I can throw a small ball using underarm technique (shoulder rotates, arm 90° to body)



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3. I can throw a large ball using a bounce and chest pass
4. I can throw a small ball using overarm technique (stand sideways, lead elbow)
5. I can throw a large ball using a shoulder pass with 1 hand
6. I can catch a small ball using handcuff catch (wrists together, fingers spread)
7. I can catch a large ball from over 5m away consistently
8. I can stand with my legs apart, feeding a large ball through my legs in a figure of 8 (static)
9. I can hit a target using a small ball from over 5m away
10. I can hit a moving target (eg. a hula hoop rolling) with a ball or object

(NB: All throws must involve a grounded back foot and step forward with the non-dominant foot, with full arm extension)

Year 4

1. I can throw a large ball using a bounce and chest pass, hitting target every time
2. I can throw a large ball using an overhead technique (ball behind head, elbows high, quick release forward at highest point)
3. I can catch a ball facing one way and pivot to face another way (ground one foot, lift heel only)
4. I can use a one handed shooting technique (feet facing post, bend knees and elbow, flick with wrist, support ball with non-shooting hand, up onto toes and stretch follow through)
5. I can catch a ball with balance, whilst moving towards the ball
6. I can throw a ball into a space for a teammate to move onto
7. I can throw and catch a ball repeatedly with 1 hand to a partner who is 2m away
8. I can throw a small or large ball a long distance (over 10m)
9. I can throw an object or small ball, using a run up to help me throw further (athletics)
10. I can score in a range of targets, using a range of objects

(NB: All throws must involve a grounded back foot and step forward with the non-dominant foot, with full arm extension)

Year 5



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1. I can use the 6 o'clock pass technique accurately (tag rugby - sideways pass, ball tip to floor, swing from shoulders)
2. I can throw a rugby ball to someone standing level with or behind me
3. I can walk using big strides, passing the ball through my legs (pretzel)
4. I can use a one handed shooting technique (feet facing post, bend knees and elbow, flick with wrist, support ball with non-shooting hand, up onto toes and stretch follow through) and score in a netball or basketball net most of the time
5. I can catch a ball with balance, whilst moving in any direction
6. I can throw a ball with skill to prevent interception
7. I can vary my pass according to the receiver (to suit position, height and skill level)
8. I can make an interception in a game situation
9. I can throw an object (eg. Howler), pushing myself to help me throw further (athletics)
10. I can throw a heavy ball (or basketball) from a standing position using only my upper-body strength (athletics - chest push)

(NB: All throws must involve a grounded back foot and step forward with the non-dominant foot, with full arm extension)

Year 6

1. I can demonstrate a full range of passing techniques (chest, shoulder, bounce, overhead with large ball, underarm and overarm with small ball)
2. I can snatch a ball quickly thrown around me in any direction
3. I can perform a range of 1 handed ball skills independently
4. I can select the correct pass to use in a game situation
5. I can receive a ball, pivot and offload (pass on) with fluency
6. I can run towards a ball, catch it and turn in the air to face the other way
7. I can offload the ball at the right time to avoid losing possession
8. I can travel with a ball, avoiding losing it
9. I can throw and catch a ball even when I am off balance
10. I can throw and catch a ball quickly and accurately every time, even under pressure

(NB: All throws must involve a grounded back foot and step forward with the non-dominant foot, with full arm extension)

3. Balance, Agility and Co-ordination (Gymnastics)



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EYFS

1. I can travel on the ground and on, over and under equipment
2. I can balance on both legs individually for 5 seconds
3. I can perform different rolls (e.g. log roll, tuck roll and teddy rolls)
4. I can move to standing position after a tuck roll
5. I can understand gymnastics vocabulary (travel, roll, balance)
6. I can walk and run in a straight line with feet and knees facing forward
7. I can run on the balls of my feet, lifting my knees
8. I can jump from a small height, bending my knees to land
9. I can point and flex my toes
10. I can follow a given pathway (travelling forwards, backwards and sideways)

Year 1

1. I can travel on the ground, over and under equipment
2. I can balance on both legs individually for 5 seconds
3. I can perform different rolls (e.g. log roll, tuck roll and teddy rolls)
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5. I can understand gymnastics vocabulary (travel, roll, balance)
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8. I can jump from a small height, bending my knees to land
9. I can point and flex my toes
10. I can follow a given pathway (travelling forwards, backwards and sideways)

Year 2

1. I can identify points (heads, hands, elbows, knees and feet) and patches (bottom, thigh, back)
2. I can combine points and patches in a balance
3. I can squat and tuck my head between my knees to perform a forward roll
4. I can twist and turn when moving while maintaining balance
5. I can use gymnastics vocabulary (point, patch, twist, turn, pivot)
6. I can create different shapes with my body (arches and bridges)
7. I can perform different jumps (star, pencil and tuck)
8. I can balance on different apparatus (e.g. overturned bench)



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9. I can perform a simple gymnastic routine of at least 3 movements independently
10. I can hold my form with arms raised in a finishing position without being prompted

Year 3

1. I can balance on points and patches with my hips higher than my head
2. I can show my spatial awareness when I move (considering others)
3. I can create different shapes with my body (letters)
4. I can balance on my head, with a partner supporting my legs if needed
5. I can create interesting point and patch balances with a partner
6. I can describe exactly what I'm doing using gymnastic vocabulary
7. I can perform a series of rolls (log, forward, tuck, pencil)
8. I can jump from a small height, turning 90° or 180° and landing safely
9. I can make shapes in the air when jumping from a small height
10. I can travel on apparatus in different ways (forwards, backwards, sideways, slither, crawl)

Year 4

1. I can balance on my head, with my legs straight and toes pointed, with partner supporting if needed
2. I can perform a handstand against a wall or using a partner for support
3. I can create symmetrical and asymmetrical balances with a partner
4. I can perform a sequence of 4 or more gymnastic movements that are linked (e.g. travel, jump, roll, stand, balance)
5. I can jump from apparatus, using my body correctly to gain height and land safely
6. I can turn 180° when jumping to the right and left
7. I can always show a good gymnastic finishing position
8. I can use a range of available apparatus safely, with caution
9. I can balance on a narrow beam (upturned bench) independently
10. I can travel showing different speeds, directions, foot patterns and levels

Year 5

1. I can perform a sequence which includes transferring weight from different body parts (e.g. shoulders to stomach, stomach to elbows and toes etc.)



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2. I can show clear and controlled starting and finishing positions in gym routines
3. I can use counter balances with a partner or in a group
4. I can support my partner's bodyweight in a balance
5. I can perform a handstand safely
6. I can use gymnastic vocabulary confidently to evaluate mine and others' performances
7. I can hang, climb and swing on, over, along and under available apparatus
8. I can perform a cartwheel from a standing position
9. I can perform a range of jumps on the floor and from a height (tuck, straddle, pike, pencil, star)
10. I can refine my gymnastic routines with practise

Year 6

1. I can perform a handstand followed by a forward roll
2. I can use a run up to perform a cartwheel with speed
3. I can sometimes perform a cartwheel without putting my hands on the floor
4. I can perform forward and backward rolls, tucking my head under
5. I can perform a routine including shapes, jumps, balances, cartwheels, travelling, rolling and rotating
6. I can refine my performance after evaluation, using gymnastic vocabulary
7. I can perform difficult moves showing flexibility and co-ordination
8. I can use and link my own moves with others to create a collective gymnastic sequence
9. I help others in my group improve their sequences, showing leadership skills
10. I can perform demanding or lengthy gymnastic routines accurately and show my fitness

4. Games - Attacking and Defending, Striking and Fielding (Tennis, Football, Cricket, Rounders)

Year 1

1. I can hold a racket using the handshake grasp
2. I can balance a ball on a flat racket whilst stationary
3. I can move with a football using the inside of my feet (both feet)
4. I can kick a football a short distance using the inside of my foot
5. I can roll and trap a small ball with a partner using hands and feet



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6. I can retrieve a small ball and bring it to a given position quickly, avoiding others
7. I can kick a ball through a targeted area
8. I can intercept a ball in a team sport
9. I can volley a ball/balloon on a racket
10. I can follow the rules and play small, competitive games using balls

Year 2

1. I can roll a ball around the rim of a tennis racket when stationary
2. I can volley on the spot using forehand and backhand
3. I can serve a ball with control from a single bounce (drop, bounce, strike)
4. I can dribble a ball around obstacles using the insides and outside of my feet
5. I can kick a ball accurately over a distance of 4 metres to my partner
6. I can retrieve a ball and send it using a throw or kick with control (Pass)
7. I can have a short rally with a partner over a net/tape
8. I can help my team to score points in a striking and fielding game
9. I can help my team to stop somebody scoring points
10. I can stop the ball using my foot on the top of the ball (football)

Year 3

1. I can roll a ball around my racket while on the move in a set area
2. I can volley a ball on a racket while moving around and avoiding others
3. I can sustain a rally for more than 10 strikes over a net
4. I can stop and kick a ball following a short run
5. I can dribble a ball avoiding defenders
6. I can hold a cricket bat correctly whilst striking the ball
7. I can bowl underarm most of the time (10meters)
8. I can gather a ball while it is moving along the floor
9. I can explain different ways to be out in cricket or rounders
10. I can anticipate the path of a ball in a game situation

Year 4

1. I can perform backhand and forehand shots while moving
2. I can serve the ball over a net
3. I can make a range of tennis shots to win a point
4. I can demonstrate awareness of boundaries of the playing area in a game situation



Progress in PE Assessment

5. I can stop a rolling ball, dropping my leg to stop it travelling through my legs using the long barrier technique (cricket/ rounders)
6. I can bowl an underarm ball with precision
7. I can strike a ball with a cricket bat using two hands
8. I can strike a ball with a rounders bat, standing side on with one hand
9. I can tackle from the front and side in football, winning the ball
10. I can head the ball using the correct part of my head (forehead)

Year 5

1. I can perform an underarm serve using the correct technique
2. I can use a range of foot patterns when attacking and defending (side step, swerve and dodging)
3. I can mark an opponent during game play
4. I can use my body to block the ball
5. I can explain how to win the game in a range of sports
6. I can send a ball to the correct place in a game situation
7. I can perform an underarm and overarm bowl
8. I can show how to restart a game after a goal or a stoppage in play
9. I can demonstrate an awareness of timing during game play (e.g. moving at the correct time to win the game or point)
10. I can avoid the goalkeeper to score a penalty kick

Year 6

1. I can perform an accurate overarm bowl with a run up
2. I can explain most rules in a range of sports (cricket, rounders, tennis, football)
3. I can sustain a rally in tennis using a variety of shots
4. I can show defensive skills to win a game (tracking, shadowing and marking)
5. I can show determination when attacking to win a game
6. I can strike the ball into space away from opponents
7. I can show good sportsmanship in arrange of situations
8. I can position myself correctly in a game situation
9. I can be fair and objective when organising a game
10. I can communicate effectively with my team mates

5. Dance and Movement Patterns

Year 1

1. I can clap a simple rhythm accurately to help me dance



Progress in PE Assessment

2. I can find a space in an area away from others independently
3. I can show emotion through movement
4. I can copy and repeat simple actions shown to me
5. I understand dance vocabulary (step, clap, tap, jump, slide, hop)
6. I can copy a short routine accurately
7. I can count a beat of 4 and move to it
8. I show co-ordination in my dance moves
9. I can travel in different ways (walk, run, sidestep, skip, hop, crawl)
10. I can change my shape and size on command

Year 2

1. I can create and invent my own movements
2. I can move my body to a given beat
3. I can copy and repeat more complex actions (travel, change direction, gestures)
4. I can create a short routine with support from a peer or an adult
5. I can use dance vocabulary (step, clap, tap, jump, slide, hop, travel, mirror)
6. I can move appropriately to the style of a piece of music
7. I show enthusiasm in my movements
8. I can say positive comments about a performance
9. I can perform a simple routine of at least 3 movements independently
10. I can confidently travel in different ways

Year 3

1. I can move different parts of my body in time with a steady beat
2. I can show my spatial awareness when I dance (considering others)
3. I can make movements appropriate to the type of music
4. I can perform a sequence with control and co-ordination
5. I can move in unison and in time with my group, meeting and parting
6. I can describe exactly what I'm doing using dance vocabulary
7. I can change tempo in my movements
8. I can evaluate a performance, offering areas for improvement
9. I can perform a sequence with a beginning, middle and end
10. I am beginning to perform with fluency, linking actions smoothly

Year 4

1. I can move my body to different beats, fast and slow
2. I can use space effectively when dancing



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3. I can show emotion through movement
4. I can link actions in a routine smoothly
5. I can perform movements in canon (different starting points, domino effect)
6. I use dance vocabulary to describe most of my movements
7. I can dance at different levels (high and low) and speeds
8. I can identify specific steps to improve my performance
9. I can use appropriate actions to suit the music/style of dance
10. I can perform with fluency, linking actions smoothly

Year 5

1. I can move my body to the beat, staying in time with others at all times
2. I can show clear and controlled starting and finishing positions
3. I can create moves from a given stimulus
4. I can use my imagination to create a unique performance
5. I can include demonstrate a number of dance principles in my performance (canon, mirror, meeting and parting, change of pace)
6. I use dance vocabulary confidently to evaluate mine and others' performances
7. I can show changes in direction, level and speed in my performances
8. I can change a given movement to make it unique
9. I can create a longer sequence with others, fitting the music
10. I can refine my routines with practise

Year 6

1. I can move to the beat in time throughout my performance
2. I can work with a group to show varied and controlled starting and finishing positions
3. I can make my own routine with others, following a theme
4. I can explain exactly how to improve my own and others' performances
5. I can move with fluency, accuracy and control throughout my performance
6. I can improve my performance after evaluation, using dance vocabulary
7. I can perform difficult moves showing flexibility, speed and co-ordination
8. I can use and link my own moves with others to create a collective sequence
9. I help others in my group, showing leadership skills
10. I can perform demanding routines accurately and show my fitness



Progress in PE Assessment

6. Achieving my Personal Best and Healthy, Active Lifestyles

EYFS

1. I can follow instructions and listen to an adult in PE.
2. I can name a part of my body
3. I understand when I am hot and when I am thirsty.
4. I can show understanding of the need to be safe in PE. (Why is it important?)
5. I can name 1 healthy and 3 unhealthy foods

Year 1

1. I can set myself a target in PE (e.g. to run a certain distance faster, to throw further) with support
2. I can achieve my target in PE
3. I can name my main body parts
4. I can tell you what it means to be active
5. I can name 3 healthy and 3 unhealthy foods

Year 2

1. I can set myself a target in PE (throw further, run faster, jump higher)
2. I can achieve my target and explain how I did it
3. I can name the parts of my body I use in different areas of PE
4. I can explain what being active means
5. I know what a balanced diet is

Year 3

1. I can identify an area of PE that I need to improve in
2. I can show that I have improved in this area (timed event/jump distance/throw length)
3. I can name at least 3 muscles
4. I can explain what could happen to me if I'm not active and healthy
5. I know I need to keep myself hydrated and know what this word means

Year 4

1. I can set myself a target in PE (throw further, run faster, jump higher) and measure my success
2. I can explain how I achieved my target



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3. I can explain how my body changes during PE
4. I can explain the benefits of being healthy and active
5. I can identify the main food groups and which are good for me

Year 5

1. I can set and achieve my own target in PE, taking measurements or times
2. I can carry out my own warm up
3. I can explain to others how to lead a healthy, active lifestyle
4. I can name at least 4 muscles
5. I can explain what 3 food groups do in the body

Year 6

1. I can show perseverance to achieve a target I set for myself in PE
2. I can record results and display them in a graph
3. I know why I go red and my pulse rate rises when I exercise
4. I can evaluate my own lifestyle
5. I can name at least 5 muscles

