

# Fundamental Movement Skills Assessment Map: Whole School

Purpose: This maps every PE unit/sport in the curriculum map to all six FMS strands. Each cell shows whether the strand is a core assessment focus, a supporting observation, or not a formal focus for that unit.

Legend: **CORE** = formally assess and record if possible. **SUPPORT** = observe informally as it supports the unit. **NOT FORMAL** = do not use this unit as the main evidence point for that strand.

## Reception

**Progression level for this year:** Core cells should be used as the main assessment evidence. Support cells can provide additional evidence but should not be the main judgement.

Term	Unit / Sport	Running	Jumping & Landing	Balance	Throwing	Catching	Striking
Term 1	<b>Introduction to PE: Unit 1</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through moving safely in space with stops, starts and direction changes.	CORE: Jumps off two feet and lands safely without falling. Assess through jumping, hopping and landing safely.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static/dynamic control during movement tasks.	SUPPORT: Throws underarm towards a large target from 1–2m. Assess through aiming and releasing with control.	SUPPORT: Traps a large ball against the body. Assess through tracking and securing the ball.	SUPPORT: Attempts to strike a stationary ball with hand, foot or bat. Assess through making controlled contact with an object.
Term 1	<b>Gymnastics: Unit 1</b>	SUPPORT: Runs freely, stops on command, changes direction at walking speed. Assess through travelling between shapes/sequences with control.	CORE: Jumps off two feet and lands safely without falling. Assess through take-off, flight shape and safe landing.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	<b>Introduction to PE: Unit 2</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through moving safely in space with stops, starts and direction changes.	CORE: Jumps off two feet and lands safely without falling. Assess through jumping, hopping and landing safely.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static/dynamic control during movement tasks.	SUPPORT: Throws underarm towards a large target from 1–2m. Assess through aiming and releasing with control.	SUPPORT: Traps a large ball against the body. Assess through tracking and securing the ball.	SUPPORT: Attempts to strike a stationary ball with hand, foot or bat. Assess through making controlled contact with an object.
Term 1	<b>Dance: Unit 1</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through travelling, changing pathways and speed to match music.	CORE: Jumps off two feet and lands safely without falling. Assess through jumping/leaping actions with controlled landings.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Fundamentals: Unit 1</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through moving safely in space with stops, starts and direction changes.	CORE: Jumps off two feet and lands safely without falling. Assess through jumping, hopping and landing safely.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static/dynamic control during movement tasks.	CORE: Throws underarm towards a large target from 1–2m. Assess through aiming and releasing with control.	CORE: Traps a large ball against the body. Assess through tracking and securing the ball.	SUPPORT: Attempts to strike a stationary ball with hand, foot or bat. Assess through making controlled contact with an object.
Term 2	<b>Gymnastics: Unit 2</b>	SUPPORT: Runs freely, stops on command, changes direction at walking speed. Assess through travelling between shapes/sequences with control.	CORE: Jumps off two feet and lands safely without falling. Assess through take-off, flight shape and safe landing.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Fundamentals: Unit 2</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through moving safely in space with stops, starts and direction changes.	CORE: Jumps off two feet and lands safely without falling. Assess through jumping, hopping and landing safely.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static/dynamic control during movement tasks.	CORE: Throws underarm towards a large target from 1–2m. Assess through aiming and releasing with control.	CORE: Traps a large ball against the body. Assess through tracking and securing the ball.	SUPPORT: Attempts to strike a stationary ball with hand, foot or bat. Assess through making controlled contact with an object.
Term 2	<b>Dance: Unit 2</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through travelling, changing pathways and speed to match music.	CORE: Jumps off two feet and lands safely without falling. Assess through jumping/leaping actions with controlled landings.	CORE: Balances on one foot for about 3 seconds or holds a simple shape. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 3	<b>Ball Skills: Unit 1</b>	SUPPORT: Runs freely, stops on command, changes direction at walking speed. Assess through moving into position to receive or collect a ball.	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Balances on one foot for about 3 seconds or holds a simple shape. Assess through stable body position before release/catch/strike.	CORE: Throws underarm towards a large target from 1–2m. Assess through underarm/overarm accuracy to targets or partners.	CORE: Traps a large ball against the body. Assess through tracking and securing the ball with hands/body control.	CORE: Attempts to strike a stationary ball with hand, foot or bat. Assess through making controlled contact with hand, foot, bat or racket.
Term 3	<b>Games: Unit 1</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through moving safely in space with stops, starts and direction changes.	SUPPORT: Jumps off two feet and lands safely without falling. Assess through jumping, hopping and landing safely.	SUPPORT: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static/dynamic control during movement tasks.	CORE: Throws underarm towards a large target from 1–2m. Assess through aiming and releasing with control.	CORE: Traps a large ball against the body. Assess through tracking and securing the ball.	CORE: Attempts to strike a stationary ball with hand, foot or bat. Assess through making controlled contact with an object.
Term 3	<b>Ball Skills: Unit 2</b>	SUPPORT: Runs freely, stops on command, changes direction at walking speed. Assess	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Balances on one foot for about 3 seconds or holds a simple shape. Assess through	CORE: Throws underarm towards a large target from 1–2m. Assess through	CORE: Traps a large ball against the body. Assess through	CORE: Attempts to strike a stationary ball with hand, foot or bat. Assess through making

		through moving into position to receive or collect a ball.		stable body position before release/catch/strike.	underarm/overarm accuracy to targets or partners.	tracking and securing the ball with hands/body control.	controlled contact with hand, foot, bat or racket.
Term 3	<b>Games: Unit 2</b>	CORE: Runs freely, stops on command, changes direction at walking speed. Assess through moving safely in space with stops, starts and direction changes.	SUPPORT: Jumps off two feet and lands safely without falling. Assess through jumping, hopping and landing safely.	SUPPORT: Balances on one foot for about 3 seconds or holds a simple shape. Assess through static/dynamic control during movement tasks.	CORE: Throws underarm towards a large target from 1–2m. Assess through aiming and releasing with control.	CORE: Traps a large ball against the body. Assess through tracking and securing the ball.	CORE: Attempts to strike a stationary ball with hand, foot or bat. Assess through making controlled contact with an object.

# Year 1

**Progression level for this year:** Core cells should be used as the main assessment evidence. Support cells can provide additional evidence but should not be the main judgement.

Term	Unit / Sport	Running	Jumping & Landing	Balance	Throwing	Catching	Striking
Term 1	<b>Ball Skills</b>	SUPPORT: Runs in a straight line, stops safely and shows basic arm-leg coordination. Assess through moving into position to receive or collect a ball.	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Balances on one foot for 3-5 seconds. Assess through stable body position before release/catch/strike.	CORE: Throws underarm to a target or partner from 2-3m. Assess through underarm/overarm accuracy to targets or partners.	CORE: Catches a large ball with hands from a short distance. Assess through tracking and securing the ball with hands/body control.	CORE: Strikes a stationary ball with hand, foot or bat. Assess through making controlled contact with hand, foot, bat or racket.
Term 1	<b>Dance</b>	CORE: Runs in a straight line, stops safely and shows basic arm-leg coordination. Assess through travelling, changing pathways and speed to match music.	CORE: Jumps from two feet and lands with emerging control. Assess through jumping/leaping actions with controlled landings.	CORE: Balances on one foot for 3-5 seconds. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	<b>Fundamentals</b>	CORE: Runs in a straight line, stops safely and shows basic arm-leg coordination. Assess through moving safely in space with stops, starts and direction changes.	CORE: Jumps from two feet and lands with emerging control. Assess through jumping, hopping and landing safely.	CORE: Balances on one foot for 3-5 seconds. Assess through static/dynamic control during movement tasks.	CORE: Throws underarm to a target or partner from 2-3m. Assess through aiming and releasing with control.	CORE: Catches a large ball with hands from a short distance. Assess through tracking and securing the ball.	SUPPORT: Strikes a stationary ball with hand, foot or bat. Assess through making controlled contact with an object.
Term 2	<b>Gymnastics</b>	SUPPORT: Runs in a straight line, stops safely and shows basic arm-leg coordination. Assess through travelling between shapes/sequences with control.	CORE: Jumps from two feet and lands with emerging control. Assess through take-off, flight shape and safe landing.	CORE: Balances on one foot for 3-5 seconds. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Invasion Games</b>	CORE: Runs in a straight line, stops safely and shows basic arm-leg coordination. Assess through moving into space, dodging and changing speed.	SUPPORT: Jumps from two feet and lands with emerging control. Assess through landing after receiving/intercepting where appropriate.	SUPPORT: Balances on one foot for 3-5 seconds. Assess through stopping, pivoting and changing direction under pressure.	CORE: Throws underarm to a target or partner from 2-3m. Assess through passing accurately to a teammate or space.	CORE: Catches a large ball with hands from a short distance. Assess through receiving passes while stationary or moving.	CORE: Strikes a stationary ball with hand, foot or bat. Assess through not a significant action in this unit.
Term 3	<b>Target Games</b>	CORE: Runs in a straight line, stops safely and shows basic arm-leg coordination. Assess through moving to collect equipment and reset safely.	SUPPORT: Jumps from two feet and lands with emerging control. Assess through not a significant action in this unit.	SUPPORT: Balances on one foot for 3-5 seconds. Assess through stable stance before aiming/releasing.	CORE: Throws underarm to a target or partner from 2-3m. Assess through aiming at targets with appropriate force and direction.	CORE: Catches a large ball with hands from a short distance. Assess through not a significant action in this unit.	CORE: Strikes a stationary ball with hand, foot or bat. Assess through not a significant action in this unit.
Term 3	<b>Athletics</b>	CORE: Runs in a straight line, stops safely and shows basic arm-leg coordination. Assess through sprints, sustained running, pacing and lane/pathway control.	CORE: Jumps from two feet and lands with emerging control. Assess through jumping for distance/height with controlled landings.	CORE: Balances on one foot for 3-5 seconds. Assess through stable landing and body control after take-off.	CORE: Throws underarm to a target or partner from 2-3m. Assess through throwing events using direction, force and follow-through.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.

## Year 2

**Progression level for this year:** Core cells should be used as the main assessment evidence. Support cells can provide additional evidence but should not be the main judgement.

Term	Unit / Sport	Running	Jumping & Landing	Balance	Throwing	Catching	Striking
Term 1	Invasion Games	CORE: Runs with speed changes and simple direction changes while maintaining balance. Assess through moving into space, dodging and changing speed.	SUPPORT: Jumps for distance or height and lands with bent knees. Assess through landing after receiving/intercepting where appropriate.	SUPPORT: Balances for 5–8 seconds and begins to recover when unstable. Assess through stopping, pivoting and changing direction under pressure.	CORE: Throws overarm to a target from 3–5m. Assess through passing accurately to a teammate or space.	CORE: Catches with hands from 2–3m with increasing consistency. Assess through receiving passes while stationary or moving.	CORE: Strikes a stationary ball with direction. Assess through not a significant action in this unit.
Term 1	Gymnastics	SUPPORT: Runs with speed changes and simple direction changes while maintaining balance. Assess through travelling between shapes/sequences with control.	CORE: Jumps for distance or height and lands with bent knees. Assess through take-off, flight shape and safe landing.	CORE: Balances for 5–8 seconds and begins to recover when unstable. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Dance	CORE: Runs with speed changes and simple direction changes while maintaining balance. Assess through travelling, changing pathways and speed to match music.	CORE: Jumps for distance or height and lands with bent knees. Assess through jumping/leaping actions with controlled landings.	CORE: Balances for 5–8 seconds and begins to recover when unstable. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Fitness	CORE: Runs with speed changes and simple direction changes while maintaining balance. Assess through pacing, acceleration/deceleration and sustained movement.	CORE: Jumps for distance or height and lands with bent knees. Assess through repeated jumping actions with safe landings.	CORE: Balances for 5–8 seconds and begins to recover when unstable. Assess through body control during circuits and changes of direction.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Ball Skills	SUPPORT: Runs with speed changes and simple direction changes while maintaining balance. Assess through moving into position to receive or collect a ball.	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Balances for 5–8 seconds and begins to recover when unstable. Assess through stable body position before release/catch/strike.	CORE: Throws overarm to a target from 3–5m. Assess through underarm/overarm accuracy to targets or partners.	CORE: Catches with hands from 2–3m with increasing consistency. Assess through tracking and securing the ball with hands/body control.	CORE: Strikes a stationary ball with direction. Assess through making controlled contact with hand, foot, bat or racket.
Term 3	Striking and Fielding Games	CORE: Runs with speed changes and simple direction changes while maintaining balance. Assess through running between bases/wickets and changing pace.	SUPPORT: Jumps for distance or height and lands with bent knees. Assess through not a significant action in this unit.	SUPPORT: Balances for 5–8 seconds and begins to recover when unstable. Assess through stable striking stance and balanced fielding position.	CORE: Throws overarm to a target from 3–5m. Assess through fielding throws to a target/wicket/base.	CORE: Catches with hands from 2–3m with increasing consistency. Assess through fielding catches from varying heights and speeds.	CORE: Strikes a stationary ball with direction. Assess through striking a moving ball with control and placement.
Term 3	Athletics	CORE: Runs with speed changes and simple direction changes while maintaining balance. Assess through sprints, sustained running, pacing and lane/pathway control.	CORE: Jumps for distance or height and lands with bent knees. Assess through jumping for distance/height with controlled landings.	CORE: Balances for 5–8 seconds and begins to recover when unstable. Assess through stable landing and body control after take-off.	CORE: Throws overarm to a target from 3–5m. Assess through throwing events using direction, force and follow-through.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.

# Year 3

**Progression level for this year:** Core cells should be used as the main assessment evidence. Support cells can provide additional evidence but should not be the main judgement.

Term	Unit / Sport	Running	Jumping & Landing	Balance	Throwing	Catching	Striking
Term 1	Netball	CORE: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through moving into space, dodging and changing speed.	SUPPORT: Performs repeated jumps, hops or rebounds with control. Assess through landing after receiving/intercepting where appropriate.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through stopping, pivoting and changing direction under pressure.	CORE: Throws to a moving target from 5–7m. Assess through passing accurately to a teammate or space.	CORE: Catches while moving slowly. Assess through receiving passes while stationary or moving.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	Gymnastics	SUPPORT: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through travelling between shapes/sequences with control.	CORE: Performs repeated jumps, hops or rebounds with control. Assess through take-off, flight shape and safe landing.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Dance	CORE: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through travelling, changing pathways and speed to match music.	CORE: Performs repeated jumps, hops or rebounds with control. Assess through jumping/leaping actions with controlled landings.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Fitness	CORE: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through pacing, acceleration/deceleration and sustained movement.	CORE: Performs repeated jumps, hops or rebounds with control. Assess through repeated jumping actions with safe landings.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through body control during circuits and changes of direction.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Rounders	CORE: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through running between bases/wickets and changing pace.	NOT FORMAL: not a main assessment focus in this unit.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through stable striking stance and balanced fielding position.	CORE: Throws to a moving target from 5–7m. Assess through fielding throws to a target/wicket/base.	CORE: Catches while moving slowly. Assess through fielding catches from varying heights and speeds.	CORE: Strikes a slow moving ball with some control. Assess through striking a moving ball with control and placement.
Term 3	Dodgeball	CORE: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through dodging, evading and changing direction quickly.	SUPPORT: Performs repeated jumps, hops or rebounds with control. Assess through jumping or landing after evasive movement.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through maintaining stability while avoiding or preparing to throw.	CORE: Throws to a moving target from 5–7m. Assess through aiming at moving targets with controlled force.	CORE: Catches while moving slowly. Assess through reacting to and securing incoming balls.	NOT FORMAL: not a main assessment focus in this unit.
Term 3	Fundamentals Y3/4	CORE: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through moving safely in space with stops, starts and direction changes.	CORE: Performs repeated jumps, hops or rebounds with control. Assess through jumping, hopping and landing safely.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through static/dynamic control during movement tasks.	CORE: Throws to a moving target from 5–7m. Assess through aiming and releasing with control.	CORE: Catches while moving slowly. Assess through tracking and securing the ball.	SUPPORT: Strikes a slow moving ball with some control. Assess through making controlled contact with an object.
Term 3	Athletics	CORE: Changes direction at jogging speed using side steps or pivots with no opposition. Assess through sprints, sustained running, pacing and lane/pathway control.	CORE: Performs repeated jumps, hops or rebounds with control. Assess through jumping for distance/height with controlled landings.	CORE: Maintains balance while moving along a line, pathway or apparatus. Assess through stable landing and body control after take-off.	CORE: Throws to a moving target from 5–7m. Assess through throwing events using direction, force and follow-through.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.

# Year 4

**Progression level for this year:** Core cells should be used as the main assessment evidence. Support cells can provide additional evidence but should not be the main judgement.

Term	Unit / Sport	Running	Jumping & Landing	Balance	Throwing	Catching	Striking
Term 1	<b>Dodgeball</b>	CORE: Changes direction at speed in game situations under passive pressure. Assess through dodging, evading and changing direction quickly.	SUPPORT: Links jumps into sequences and lands while moving. Assess through jumping or landing after evasive movement.	CORE: Maintains balance when turning, stopping or under passive pressure. Assess through maintaining stability while avoiding or preparing to throw.	CORE: Throws accurately under passive defensive pressure. Assess through aiming at moving targets with controlled force.	CORE: Catches under passive pressure. Assess through reacting to and securing incoming balls.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	<b>Dance</b>	CORE: Changes direction at speed in game situations under passive pressure. Assess through travelling, changing pathways and speed to match music.	CORE: Links jumps into sequences and lands while moving. Assess through jumping/leaping actions with controlled landings.	CORE: Maintains balance when turning, stopping or under passive pressure. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	<b>Fitness</b>	CORE: Changes direction at speed in game situations under passive pressure. Assess through pacing, acceleration/deceleration and sustained movement.	CORE: Links jumps into sequences and lands while moving. Assess through repeated jumping actions with safe landings.	CORE: Maintains balance when turning, stopping or under passive pressure. Assess through body control during circuits and changes of direction.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Gymnastics</b>	SUPPORT: Changes direction at speed in game situations under passive pressure. Assess through travelling between shapes/sequences with control.	CORE: Links jumps into sequences and lands while moving. Assess through take-off, flight shape and safe landing.	CORE: Maintains balance when turning, stopping or under passive pressure. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Handball</b>	CORE: Changes direction at speed in game situations under passive pressure. Assess through moving into space, dodging and changing speed.	SUPPORT: Links jumps into sequences and lands while moving. Assess through landing after receiving/intercepting where appropriate.	CORE: Maintains balance when turning, stopping or under passive pressure. Assess through stopping, pivoting and changing direction under pressure.	CORE: Throws accurately under passive defensive pressure. Assess through passing accurately to a teammate or space.	CORE: Catches under passive pressure. Assess through receiving passes while stationary or moving.	NOT FORMAL: not a main assessment focus in this unit.
Term 3	<b>Cricket</b>	CORE: Changes direction at speed in game situations under passive pressure. Assess through running between bases/wickets and changing pace.	NOT FORMAL: not a main assessment focus in this unit.	CORE: Maintains balance when turning, stopping or under passive pressure. Assess through stable striking stance and balanced fielding position.	CORE: Throws accurately under passive defensive pressure. Assess through fielding throws to a target/wicket/base.	CORE: Catches under passive pressure. Assess through fielding catches from varying heights and speeds.	CORE: Strikes a moving ball in a game context. Assess through striking a moving ball with control and placement.
Term 3	<b>Athletics</b>	CORE: Changes direction at speed in game situations under passive pressure. Assess through sprints, sustained running, pacing and lane/pathway control.	CORE: Links jumps into sequences and lands while moving. Assess through jumping for distance/height with controlled landings.	CORE: Maintains balance when turning, stopping or under passive pressure. Assess through stable landing and body control after take-off.	CORE: Throws accurately under passive defensive pressure. Assess through throwing events using direction, force and follow-through.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.

# Year 5

Progression level for this year: Core cells should be used as the main assessment evidence. Support cells can provide additional evidence but should not be the main judgement.

Term	Unit / Sport	Running	Jumping & Landing	Balance	Throwing	Catching	Striking
Term 1	Basketball	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through moving into space, dodging and changing speed.	SUPPORT: Performs jumps in competitive situations with control. Assess through landing after receiving/intercepting where appropriate.	CORE: Maintains balance in dynamic or competitive situations. Assess through stopping, pivoting and changing direction under pressure.	CORE: Throws under active defensive pressure with control and speed. Assess through passing accurately to a teammate or space.	CORE: Catches fast passes under pressure. Assess through receiving passes while stationary or moving.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	Gymnastics	SUPPORT: Adjusts speed and direction under active pressure, such as evading a defender. Assess through travelling between shapes/sequences with control.	CORE: Performs jumps in competitive situations with control. Assess through take-off, flight shape and safe landing.	CORE: Maintains balance in dynamic or competitive situations. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	Swimming	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through aquatic locomotion transfer: moving through water efficiently.	SUPPORT: Performs jumps in competitive situations with control. Assess through safe pool entry where taught.	CORE: Maintains balance in dynamic or competitive situations. Assess through body position, flotation, rotation and recovery in water.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Dance	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through travelling, changing pathways and speed to match music.	CORE: Performs jumps in competitive situations with control. Assess through jumping/leaping actions with controlled landings.	CORE: Maintains balance in dynamic or competitive situations. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Fitness	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through pacing, acceleration/deceleration and sustained movement.	CORE: Performs jumps in competitive situations with control. Assess through repeated jumping actions with safe landings.	CORE: Maintains balance in dynamic or competitive situations. Assess through body control during circuits and changes of direction.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	Football	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through moving with/without the ball and changing direction under pressure.	NOT FORMAL: not a main assessment focus in this unit.	CORE: Maintains balance in dynamic or competitive situations. Assess through controlling body position while dribbling, stopping and turning.	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Catches fast passes under pressure. Assess through receiving/intercepting the ball as an object-control skill.	CORE: Strikes with intent, placing the ball into space under pressure. Assess through passing, shooting or striking into space with control.
Term 2	Swimming	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through aquatic locomotion transfer: moving through water efficiently.	SUPPORT: Performs jumps in competitive situations with control. Assess through safe pool entry where taught.	CORE: Maintains balance in dynamic or competitive situations. Assess through body position, flotation, rotation and recovery in water.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 3	Volleyball Y5/6	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through moving into position before contact.	CORE: Performs jumps in competitive situations with control. Assess through jumping to strike/block and landing safely.	CORE: Maintains balance in dynamic or competitive situations. Assess through ready position and recovery after contact.	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Catches fast passes under pressure. Assess through tracking ball flight and receiving/controlling the ball.	CORE: Strikes with intent, placing the ball into space under pressure. Assess through volleying/serving with timing and controlled force.
Term 3	Athletics	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through sprints, sustained running, pacing and lane/pathway control.	CORE: Performs jumps in competitive situations with control. Assess through jumping for distance/height with controlled landings.	CORE: Maintains balance in dynamic or competitive situations. Assess through stable landing and body control after take-off.	CORE: Throws under active defensive pressure with control and speed. Assess through throwing events using direction, force and follow-through.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 3	Swimming	CORE: Adjusts speed and direction under active pressure, such as evading a defender. Assess through aquatic locomotion transfer: moving through water efficiently.	SUPPORT: Performs jumps in competitive situations with control. Assess through safe pool entry where taught.	CORE: Maintains balance in dynamic or competitive situations. Assess through body position, flotation, rotation and recovery in water.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.

# Year 6

**Progression level for this year:** Core cells should be used as the main assessment evidence. Support cells can provide additional evidence but should not be the main judgement.

Term	Unit / Sport	Running	Jumping & Landing	Balance	Throwing	Catching	Striking
Term 1	<b>Rugby</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through moving into space, dodging and changing speed.	SUPPORT: Selects appropriate jump type, height, distance or timing based on context. Assess through landing after receiving/intercepting where appropriate.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through stopping, pivoting and changing direction under pressure.	CORE: Selects type of throw, distance, speed and angle tactically. Assess through passing accurately to a teammate or space.	CORE: Catches consistently, including high, low and fast passes, under pressure. Assess through receiving passes while stationary or moving.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	<b>Dance</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through travelling, changing pathways and speed to match music.	CORE: Selects appropriate jump type, height, distance or timing based on context. Assess through jumping/leaping actions with controlled landings.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through holding shapes and transitions with body tension.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 1	<b>Fitness</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through pacing, acceleration/deceleration and sustained movement.	CORE: Selects appropriate jump type, height, distance or timing based on context. Assess through repeated jumping actions with safe landings.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through body control during circuits and changes of direction.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Gymnastics</b>	SUPPORT: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through travelling between shapes/sequences with control.	CORE: Selects appropriate jump type, height, distance or timing based on context. Assess through take-off, flight shape and safe landing.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through static and dynamic balances within linked sequences.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Fitness</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through pacing, acceleration/deceleration and sustained movement.	CORE: Selects appropriate jump type, height, distance or timing based on context. Assess through repeated jumping actions with safe landings.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through body control during circuits and changes of direction.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 2	<b>Hockey</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through moving with/without the ball and changing direction under pressure.	NOT FORMAL: not a main assessment focus in this unit.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through controlling body position while dribbling, stopping and turning.	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Catches consistently, including high, low and fast passes, under pressure. Assess through receiving/intercepting the ball as an object-control skill.	CORE: Selects striking technique based on tactical need. Assess through passing, shooting or striking into space with control.
Term 3	<b>Cricket</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through running between bases/wickets and changing pace.	NOT FORMAL: not a main assessment focus in this unit.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through stable striking stance and balanced fielding position.	CORE: Selects type of throw, distance, speed and angle tactically. Assess through fielding throws to a target/wicket/base.	CORE: Catches consistently, including high, low and fast passes, under pressure. Assess through fielding catches from varying heights and speeds.	CORE: Selects striking technique based on tactical need. Assess through striking a moving ball with control and placement.
Term 3	<b>Athletics</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through sprints, sustained running, pacing and lane/pathway control.	CORE: Selects appropriate jump type, height, distance or timing based on context. Assess through jumping for distance/height with controlled landings.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through stable landing and body control after take-off.	CORE: Selects type of throw, distance, speed and angle tactically. Assess through throwing events using direction, force and follow-through.	NOT FORMAL: not a main assessment focus in this unit.	NOT FORMAL: not a main assessment focus in this unit.
Term 3	<b>Tennis</b>	CORE: Selects and adapts movement, such as sprint, dodge or decelerate, based on context. Assess through moving into position and recovering to ready position.	CORE: Selects appropriate jump type, height, distance or timing based on context. Assess through split step or small adjustment jumps with safe landing.	CORE: Maintains and recovers balance under unpredictable conditions. Assess through balanced ready position before and after striking.	NOT FORMAL: not a main assessment focus in this unit.	SUPPORT: Catches consistently, including high, low and fast passes, under pressure. Assess through tracking and judging ball flight before contact.	CORE: Selects striking technique based on tactical need. Assess through forehand/backhand style contact with placement and control.