How we assess PE

Get Set 4 PE, realDance, realGym and Year 5 swimming

Assessment checks the movement, knowledge and decisions taught in each unit. Teachers use demonstration, observation and focused questions to identify what pupils can do and the next useful teaching step. Effort, confidence and teamwork are recognised alongside evidence of curriculum learning.

Curriculum evidence label	Meaning	How staff use it
CORE	The main learning explicitly taught and assessed in the unit.	Check the relevant components and their application in a game, task or performance.
SUPPORT	Practice that contributes to the main learning.	Observe and give feedback without automatically adding a separate formal score.
NOT FORMAL	Not a designated formal evidence point in that unit.	Use the appropriate unit or specialist criteria. The skill may still be practised.

Use evidence to improve learning

- Observe a familiar task before adding complexity or pressure. Re-teach a component that is not yet secure.
- Record a precise next step and the support used. Missing evidence is recorded as not yet observed.
- Check both control of a skill and its purposeful application. Appropriate access adaptations remain available during assessment.
- Moderation uses shared examples of learning. EYFS profile judgements remain separate and draw on evidence across continuous provision and other contexts.

The seven FMS strands identify land-based movement. Hand dribbling, shooting, dance composition, gymnastics rotation, navigation and aquatic learning also use the unit-specific criteria. CORE, SUPPORT and NOT FORMAL are not pupil grades.

DfE PE curriculum | DfE EYFS assessment | Get Set 4 PE | realDance and realGym

Movement progression across the school

Curriculum learning and the planned formal assessment opportunities

Year	Running and travelling	Jumping and landing	Balance and body control	Throwing and rolling
Reception	Explore different pathways and stop safely near others.	Jump, hop or step with a developing controlled landing.	Hold and change simple body shapes during play.	Roll or send a manageable object towards a nearby target.
Year 1	Run with coordination and slow into a controlled stop.	Use a clear take-off and finish in a balanced landing.	Maintain a shape or stable base during a simple action.	Direct a roll or throw towards a partner or target.
Year 2	Change speed or direction while maintaining space and balance.	Link jumping actions with consistent take-off and landing control.	Control body position while linking familiar actions.	Adjust force and direction to suit a clear target.
Year 3	Combine travel with a purposeful stop, turn or receiving position.	Coordinate take-off and landing in linked movement tasks.	Stabilise the body during transitions and simple applied tasks.	Select an appropriate sending action for a moving partner or target.
Year 4	Link movement and position changes under manageable pressure.	Control landing and transition between repeated or varied actions.	Maintain stability during a linked sequence or changing task.	Pass or throw accurately while moving or facing passive pressure.
Year 5	Select movement to create space or manage a performance pathway.	Adjust take-off, landing and timing to fit the taught activity.	Maintain control while combining more complex actions.	Select an accurate pass or throw under active but appropriate pressure.
Year 6	Adapt speed, direction or pathway using the needs of the task.	Select and refine jumping actions while controlling their transitions.	Maintain or recover control and explain a specific improvement.	Adapt type, angle or force of sending to a tactical or technical purpose.

Year-group learning builds through exploration, control, consistency, application, combination, selection and adaptation. These are curriculum end points, not fixed age tests or a ceiling on learning.

Object-control progression across the school

Curriculum learning and the planned formal assessment opportunities

Year	Catching	Kicking and foot dribbling	Striking
Reception	Track and receive a slow, predictable object, using a supported reception where needed.	Stop and guide a ball with gentle foot touches.	Explore contact in movement play. Formal striking assessment begins in Year 2.
Year 1	Prepare the hands and catch a predictable feed with increasing control.	Keep a ball nearby while following a foot pathway.	Continue exploratory contact in play. No formal striking assessment in this year's units.
Year 2	Move into line and catch manageable feeds with greater consistency.	Guide, turn and pass with increasing foot control.	Direct a controlled strike into an available space.
Year 3	Receive a moving pass or predictable fielding feed and control the next action.	Maintain KS1 foot control in wider practice. No formal foot-skill assessment in this year's units.	Strike a predictable moving feed with an appropriate contact surface.
Year 4	Prepare early and receive a less predictable manageable feed.	Consolidate close control, turning and passing. Formal sport application resumes in Year 5 football.	Direct a manageable moving ball into space with controlled force and placement.
Year 5	Receive at different speeds and transition towards the next action.	Use first touch, dribbling and passing to respond to an opponent.	Select hand contact and direction to sustain a volleyball rally or target space.
Year 6	Receive consistently and choose an effective next action.	Retain Year 5 foot-control learning in wider practice. No formal foot-skill assessment in this year's units.	Adapt stick, bat or racket contact to a tactical purpose and evaluate the result.

Year-group learning builds through exploration, control, consistency, application, combination, selection and adaptation. These are curriculum end points, not fixed age tests or a ceiling on learning.

Grey cells identify a strand without a formal assessment unit in that year's map. Existing skills can be maintained in play and wider practice. The year-group maps below identify where formal evidence is gathered.

Reception assessment map

Units and timing match the curriculum map and phase progression documents

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Term	Unit	Travel	Jump	Control	Throw	Catch	Feet	Strike	Main curriculum assessment
Autumn	Introduction to PE 1	C	S	C	NF	NF	NF	NF	Safe travel, stopping and spatial awareness
Autumn	Gymnastics 1	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
Autumn	Introduction to PE 2	C	S	C	NF	NF	NF	NF	Safe travel, stopping and spatial awareness
Autumn	Dance 1	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Spring	Fundamentals 1	C	C	C	NF	NF	NF	NF	Travel, landing and coordinated control
Spring	Gymnastics 2	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
Spring	Fundamentals 2	C	C	C	NF	NF	NF	NF	Travel, landing and coordinated control
Spring	Dance 2	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Summer	Ball skills 1	S	NF	S	C	S	C	NF	Sending, receiving and foot control
Summer	Games 1	C	S	S	C	C	NF	NF	Send, receive, move and follow a simple rule
Summer	Ball skills 2	S	NF	S	C	C	C	NF	Sending, receiving and foot control
Summer	Games 2	C	S	S	C	C	NF	NF	Send, receive, move and follow a simple rule

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. The last column identifies unit learning beyond the seven FMS strands.

Year 1 assessment map

Units and timing match the curriculum map and phase progression documents

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Term	Unit	Travel	Jump	Control	Throw	Catch	Feet	Strike	Main curriculum assessment
Autumn	Ball skills	S	NF	S	C	C	C	NF	Sending, receiving and foot control
Autumn	Dance	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Autumn	Fundamentals	C	C	C	NF	NF	NF	NF	Travel, landing and coordinated control
Spring	Gymnastics	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
Spring	Invasion games	C	S	S	C	C	NF	NF	Passing, receiving and attack or defence choices
Summer	Target games	NF	NF	S	C	NF	NF	NF	Force and direction of a sending action
Summer	Athletics	C	C	S	C	NF	NF	NF	Running, jumping and throwing technique

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. The last column identifies unit learning beyond the seven FMS strands.

Year 2 assessment map

Units and timing match the curriculum map and phase progression documents

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Term	Unit	Travel	Jump	Control	Throw	Catch	Feet	Strike	Main curriculum assessment
Autumn	Invasion games	C	S	S	C	C	NF	NF	Passing, receiving and attack or defence choices
Autumn	Gymnastics	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
Spring	Dance	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Spring	Fitness	S	S	S	NF	NF	NF	NF	Pacing, technique and healthy participation
Spring	Ball skills	S	NF	S	C	C	C	NF	Sending, receiving and foot control
Summer	Striking and fielding games	C	NF	S	C	C	NF	C	Batting, fielding and running decisions
Summer	Athletics	C	C	S	C	NF	NF	NF	Running, jumping and throwing technique

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. The last column identifies unit learning beyond the seven FMS strands.

Year 3 assessment map

Units and timing match the curriculum map and phase progression documents

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Term	Unit	Travel	Jump	Control	Throw	Catch	Feet	Strike	Main curriculum assessment
Autumn	Netball	C	S	C	C	C	NF	NF	Pass, receive, stop, pivot and use space
Autumn	Gymnastics	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
Spring	Dance	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Spring	Fitness	S	S	S	NF	NF	NF	NF	Pacing, technique and healthy participation
Spring	Rounders	C	NF	S	C	C	NF	C	Batting, catching, returns and running choices
Summer	Dodgeball	C	NF	S	C	C	NF	NF	Controlled throwing, catching and evasion
Summer	Fundamentals Years 3 and 4	C	C	C	NF	NF	NF	NF	Travel, landing and coordinated control
Summer	Athletics	C	C	S	C	NF	NF	NF	Running, jumping and throwing technique
Annual	OAA local routes and teamwork	S	NF	S	NF	NF	NF	NF	Navigation, decisions, cooperation and evaluation

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. The last column identifies unit learning beyond the seven FMS strands.

Annual = outdoor adventurous activity within the annual KS2 programme. Year 5 swimming runs across the year and uses separate aquatic criteria; NF in a land-based strand does not mean aquatic learning is unassessed.

Year 4 assessment map

Units and timing match the curriculum map and phase progression documents

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Term	Unit	Travel	Jump	Control	Throw	Catch	Feet	Strike	Main curriculum assessment
Autumn	Dodgeball	C	NF	S	C	C	NF	NF	Controlled throwing, catching and evasion
Autumn	Dance	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Autumn	Fitness	S	S	S	NF	NF	NF	NF	Pacing, technique and healthy participation
Spring	Gymnastics	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
Spring	Handball	C	S	S	C	C	NF	NF	Pass, receive, hand dribble, shoot and use space
Summer	Cricket	C	NF	S	C	C	NF	C	Bat, bowl, field and make running decisions
Summer	Athletics	C	C	S	C	NF	NF	NF	Running, jumping and throwing technique
Annual	OAA maps and problem solving	S	NF	S	NF	NF	NF	NF	Navigation, decisions, cooperation and evaluation

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. The last column identifies unit learning beyond the seven FMS strands.

Annual = outdoor adventurous activity within the annual KS2 programme. Year 5 swimming runs across the year and uses separate aquatic criteria; NF in a land-based strand does not mean aquatic learning is unassessed.

Year 5 assessment map

Units and timing match the curriculum map and phase progression documents

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Term	Unit	Travel	Jump	Control	Throw	Catch	Feet	Strike	Main curriculum assessment
Autumn	Basketball	C	S	S	C	C	NF	NF	Pass, receive, hand dribble, shoot and select space
Autumn	Gymnastics	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
All year	Swimming and water safety	NF	NF	NF	NF	NF	NF	NF	Distance competence, varied strokes and self-rescue
Spring	Dance	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Spring	Fitness	S	S	S	NF	NF	NF	NF	Pacing, technique and healthy participation
Spring	Football	C	NF	S	S	NF	C	NF	Foot control, passing and positioning
Summer	Volleyball Years 5 and 6	S	S	S	NF	NF	NF	C	Hand contacts, serving, placement and recovery
Summer	Athletics	C	C	S	C	NF	NF	NF	Running, jumping and throwing technique
Annual	OAA route choices and roles	S	NF	S	NF	NF	NF	NF	Navigation, decisions, cooperation and evaluation

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. The last column identifies unit learning beyond the seven FMS strands.

Annual = outdoor adventurous activity within the annual KS2 programme. Year 5 swimming runs across the year and uses separate aquatic criteria; NF in a land-based strand does not mean aquatic learning is unassessed.

Year 6 assessment map

Units and timing match the curriculum map and phase progression documents

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Term	Unit	Travel	Jump	Control	Throw	Catch	Feet	Strike	Main curriculum assessment
Autumn	Rugby non-contact	C	NF	S	C	C	NF	NF	Non-contact passing, receiving and support lines
Autumn	Dance	C	S	C	NF	NF	NF	NF	Movement selection, timing and expression
Autumn	Fitness 1	S	S	S	NF	NF	NF	NF	Pacing, technique and healthy participation
Spring	Gymnastics	S	C	C	NF	NF	NF	NF	Shape, balance, travel, rotation and flight
Spring	Fitness 2	S	S	S	NF	NF	NF	NF	Pacing, technique and healthy participation
Spring	Hockey	C	NF	S	NF	NF	NF	C	Stick control, passing and attacking choices
Summer	Cricket	C	NF	S	C	C	NF	C	Bat, bowl, field and make running decisions
Summer	Athletics	C	C	S	C	NF	NF	NF	Running, jumping and throwing technique
Summer	Tennis	S	S	S	S	NF	NF	C	Racket contacts, placement and recovery
Annual	OAA navigation and evaluation	S	NF	S	NF	NF	NF	NF	Navigation, decisions, cooperation and evaluation

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. The last column identifies unit learning beyond the seven FMS strands.

Annual = outdoor adventurous activity within the annual KS2 programme. Year 5 swimming runs across the year and uses separate aquatic criteria; NF in a land-based strand does not mean aquatic learning is unassessed.