



Sporting Achievements/ Hobbies

Record your sporting achievements. School clubs you have attended? Teams you have played in? Competitions you have entered? Events you have won? Sporting Hobbies you enjoy in and out of school?

Assessment Summary: Please tick completed areas

- | | |
|--|---|
| Invasion Games <input type="checkbox"/> | Net/Wall Games <input type="checkbox"/> |
| Striking/Fielding <input type="checkbox"/> | Dance <input type="checkbox"/> |
| Gymnastics <input type="checkbox"/> | Athletics <input type="checkbox"/> |
| Swimming <input type="checkbox"/> | Outdoor Activities <input type="checkbox"/> |
| Health/Fitness <input type="checkbox"/> | |

Teacher Comments / Signature	Date: _____
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Parents Comments / Signature	Date: _____
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Snainton CE School

Yr 3/4 PE Passport

Name: _____

Your record of PE, sporting experiences and achievements



Personal Details

Name: _____

Age: _____

Teacher: _____

Favourite sport/activity: _____

Sporting Hero(es): _____

Is there a new sport/activity you would like to try: _____

Tick when you see evidence of each statement reached



Milestone 2 reached? Level - Basic/Advanced/Deep

Teacher Assessment

B A D

Games

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

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Dance

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching.

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Gymnastics

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
- Swing and hang from equipment safely (using hands).

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Athletics

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

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Swimming

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.

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Outdoor and Adventurous Activities

- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.

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Outdoor and Adventurous Activities

I can use/interpret a map

R A G

I recognise signs and symbols on a map

I have taken part in orienteering activities

I can work with others to solve problems

I can work safely in an unfamiliar environment

Some Key Language/Vocabulary

map orientate symbols hazards scale

birdseye view checkpoint

Health and Fitness

I understand what I need to do to keep fit and healthy

R A G

I know some activities to raise my heart rate

I can name some muscles in my body

I understand the need to warm up and cool down

Some Key Language/Vocabulary

stamina strength suppleness

hamstrings quadriceps biceps triceps

PE Experiences/Techniques



Games–Invasion

I know how to attack and find a space

R A G

I know how to defend and intercept a pass

I know how to keep possession

I have worked in small teams to play and score a game

I have taken on different roles in some games

I can follow rules to play games successfully

I have umpired mini versions of recognised games

I can pass a ball or other equipment accurately

I can dribble a ball in a controlled manner

I can catch different balls or different equipment

I have made up a new invasion game

I can communicate well to help my team mates

I have been successful at

To improve my performance I must

Some Key Language/Vocabulary

opponent attack space defend shield dodge covering
intercept feint mark dribble communicate



Games-Net/Wall

R A G

- I can use a forehand and backhand stroke
I can use a range of other shots eg. volley, serve, smash,
I understand where to hit a ball/shuttlecock to move an opponent out of position
I have played a number of different net/wall games using a variety of equipment
I understand how to score in a variety of different games
I can communicate well with others on my team

I have been successful at

To improve my performance I must

Some Key Language/Vocabulary

ready-position groundstroke forehand backhand
volley smash serve return rally block spike
dig



Swimming

R A G

- I can swim with good technique:
Front crawl
Back stroke
Breaststroke
Butterfly
I can swim 25m (red) 200m (amber) 800m (green)
I can swim underwater
I can float in a variety of different ways
I am confident and safe in water
I can push and glide from the pool side

I have been successful at

To improve my performance I must

Some Key Language/Vocabulary

strokes float scull tread water
glide surface dive streamlined



Athletics

R A G

- I can run quickly using good technique eg. high knees, long stride, keeping head still
- I know the techniques needed to run longer distances
- I can pass and receive a baton correctly
- I know what to do to jump for height
- I know what to do to jump for distance
- I understand the basic techniques for throwing overarm eg. ball or javelin
- I know how to turn and throw eg. discuss
- I can use a push action eg. shot putt

I have been successful at

To improve my performance I must

Some Key Language/Vocabulary

sprint long distance stamina technique

relay baton sling push throw



Games–Striking/Fielding

R A G

- I can strike a ball with a bat
- I know where to hit a ball to increase the chances of scoring
- I know how hard to hit a ball
- I know how to bowl accurately
- I can use good fielding skills
- I know how hard to throw the ball to my team-mates
- I know where to stand so the other team can't score
- I can communicate well with my team mates

I have been successful at

To improve my performance I must

Some Key Language/Vocabulary

bowl strike field communicate stance



Dance

R A G

I have performed dances from different times/places

I have performed different styles of dances eg. street, country, disco

I can share ideas and work with a partner to create a short duet

I can compose a short phrase of movement lasting 10-20 seconds and repeat it.

I can work creatively as part of a group

I can decide how a piece of music makes me feel

I can use my face as well as my body to express a feeling or idea

I have been successful at

To improve my performance I must

Some Key Language/Vocabulary
gesture pathways stillness pattern
expression improvise interpret



Gymnastics

R A G

I can perform an individual sequence with a number of different actions

I can perform a sequence with a partner in different ways eg. unison, mirror, canon

I can smoothly link actions together in different ways

I have worked on small apparatus eg. mats, benches, agility tables

I have worked on large apparatus eg. climbing frames, ropes

I can work safely in gymnastics

I have been successful at

To improve my performance I must

Some Key Language/Vocabulary
roll balance travel jump tension control
flexible stretch canon mirror unison sequence