**PE Assessment: Year 5**

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| **Curriculum Area: Games** | | |
| **Working Below ARE** | **Age Related Expectations** | **Working Above ARE** |
| I can vary skills, actions and ideas and link these in ways that suit the games activity. | **I can vary skills, actions and ideas and link these in ways that suit the games activity.** | I can vary skills, actions and ideas and link these in ways that suit the games activity. |
| I can show confidence in using ball skills in various ways, and can link these together. (*e.g. dribbling, bouncing, kicking)*  I take part in competitive games with a strong understanding of tactics and composition. | **I can show confidence in using ball skills in various ways, and can link these together.**  **I can apply basic skills for attacking and defending** | I can show confidence in using ball skills in various ways, and can link these together effectively.  I can keep possession of balls securely in game situations |
| I use skills with co-ordination, control and fluency.  I can create their own games using knowledge and skills. | **I use skills with co-ordination, control and fluency in a range of competitive situations.** | I consistently use skills with co-ordination, control and fluency in a range of competitive situations. |
| I work well in a group to develop various games. | **I take part in competitive games with a strong understanding of tactics and composition.** | I take part in a range of competitive games with a strong understanding of tactics and composition. |
| I can compare and comments on skills to support creation of new games.  I can apply basic skills for attacking and defending. | **I can create my own games using knowledge and skills.** | I can create my own games using knowledge and skills, and modify competitive games when needed.  I can compare and comment on skills to support creation of new games. |
| I use running, jumping, throwing and catching in isolation and combination. | **I can use running, jumping, throwing and catching in isolation and combination** | I can use running, jumping, throwing and catching in isolation and combination |
| I can make suggestions as to what resources can be used to differentiate a game. | **I can make suggestions as to what resources can be used to differentiate a game.** | I can make suggestions as to what resources can be used to differentiate a game. |
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| **Curriculum Area: Gymnastics** | | |
| **Working Below ARE** | **Age Related Expectations** | **Working Above ARE** |
| I can link skills with control, technique, co-ordination and fluency. | **I can select and combine their skills, techniques and ideas.** | I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.. |
| I can understand composition by performing more complex sequences. | **I can understand composition by performing more complex sequences.** | Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction |
| I am beginning to use gym vocabulary to describe how to improve/refine performances. | **I use more complex gym vocabulary to describe how to improve and refine performances.** | I can analyse and comment on skills and techniques and how these are applied in my own and others' work. |
| I am developing strength, technique and flexibility throughout performances. | **I am developing strength, technique and flexibility throughout performances.** | I am developing strength, technique and flexibility throughout performances |
| I can create sequences using various body shapes and equipment. | **I can apply combined skills accurately and appropriately, consistently showing precision, control and fluency.** | I can gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. |
| I can combine equipment with movement to create sequences | **I link skills with control, technique, co-ordination and fluency.** | I adapt sequences to include a partner or a small group. |
|  | **I can analyse and comment on skills and techniques and how these are applied in their own and others' work** |  |
| **Initials of children** | **Initials of children** | **Initials of children** |
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| **Curriculum Area: Dance** | | |
| **Working Below ARE** | **Age Related Expectations** | **Working Above ARE** |
| I can confidently improvise with a partner or on my own. | **I am beginning to exaggerate dance movements and motifs (using expression when moving)**  **I can move appropriately and with the required style in relation to the stimulus. (e.g using various levels, ways of travelling and motifs.)** | I am beginning to exaggerate dance movements and motifs (using expression when moving)  I demonstrate a strong imagination when creating my own dance sequences and motifs. |
| I am demonstrating precision and some control in response to stimuli.  I am beginning to vary dynamics and develop actions and motifs. | **I can demonstrate strong movements throughout a dance sequence.**  **I can combine flexibility, techniques and movements to create a fluent sequence.** | I am able to demonstrate strong movements throughout a dance sequence.  I combine flexibility, techniques and movements to create a fluent sequence. |
| I am beginning to create longer dance sequences in a larger group.  I can demonstrate rhythm and spatial awareness | **I am beginning to show a change of pace and timing in their movements.**  **I use the space provided to his maximum potential.** | I am beginning to show a change of pace and timing in my movements, accurately following the beat. |
| I can modify parts of a sequence as a result of self-evaluation. | **I can modify parts of a sequence as a result of self and peer evaluation.**  **I can improvise with confidence, still demonstrating fluency across my sequence.** | I modify parts of a sequence as a result of self and peer evaluation.  I Improvise with confidence, still demonstrating fluency across my sequence. |
| I can use simple dance vocabulary to compare and improve work. | **I can use more complex dance vocabulary to compare and improve work.** | I use more complex dance vocabulary to compare and improve my work |
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| **Curriculum Area: Athletics** | | |
| **Working Below ARE** | **Age Related Expectations** | **Working Above ARE** |
| I am beginning to build a variety of running techniques and use with confidence. | **I am beginning to build a variety of running techniques and use with confidence.** | I am beginning to build a variety of running techniques and use with confidence. |
| I can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* | **I can perform a running jump with more than one component. (e.g. hop skip jump: triple jump)** | I can perform a running jump with more than one component. (*e.g. hop skip jump: triple jump)* |
| I am demonstrating accuracy in throwing and catching activities. | **I can demonstrate accuracy and confidence in throwing and catching activities.** | I can demonstrate accuracy and confidence in throwing and catching activities. |
| I can use equipment safely and with good control. | **I can use equipment safely and with good control.** | I can use equipment safely and with good control. |
| I can describe good athletic performance using correct vocabulary. | **I can describe good athletic performance using correct vocabulary.**  **I am beginning to record peers performances, and evaluate these.** | I can describe good athletic performance using correct vocabulary.  I can confidently record peers performances, and evaluate these effectively |
| **Initials of children** | **Initials of children** | **Initials of children** |
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