National Curriculum

Physical Education

Key Stage 1 – PE MAPs©

Year 1

Planning and Assessment: PE Measures of Attainment and Progress (PE MAPs©)

Area of Experience and Development

End of Year Age Related Expectations (Cognitive)

Children ***describe and comment*** on their ***own and others'*** actions.

COGNITIVE

Skills, Knowledge & Understanding

1	2	3	4
Children are beginning to become ***secure in some aspects*** of the end of year expectations	Children are ***secure in the majority of the aspects*** of the end of year expectations	Children are ***secure in all or almost all of the aspects*** of the end of year expectations	Children ***add more depth and breadth*** to their knowledge of the end of year expectations
*They **display some examples** such as being able to:* ▪ Show that they are aware of what ***they*** have just done by describing their simple actions ▪ Describe how their arms move when they roll a ball to their partner ***and how it feels*** ▪ Describe their leg action when they land after a jump and say how light their landing felt (e.g. 'heavy like an elephant', 'Light as a feather')	*They **display some more examples** such as being able to:* ▪ Show that they are aware of what ***their partner*** has just done by describing their partners' simple actions ▪ Describe the position of their partners' arms and legs when holding a balance and ***say what shape it looks like (e.g. 'Star', 'Pencil')*** ▪ Describe how fast their partner runs and say their feet were 'noisy' or 'quiet'	*They **display even more examples** such as being able to:* ▪ Describe simple hopping movements that they or another child makes and ***say how high they hop*** ▪ Answer simple questions about the body shape they are holding in a simple balance activity ▪ Observe other children working ***and answer simple questions*** about what they have seen	*With regards to the aspects of the end of year expectations, they:* ▪ Start to consolidate and embed them ▪ Use and apply them more regularly ▪ Use and apply them with greater consistency ▪ Use and apply them more appropriately ▪ Take more opportunities to use them

The majority of children are expected to work within and achieve Measures 1-4, with ***most children achieving Measure 3*** by the end of the year.

ALLISON CONSULTANCY

© Allison Consultancy 2016