National Curriculum

Physical Education

Key Stage 2 – PE MAPs©

Year 5

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

Area of Experience and Development

End of Year Age Related Expectations (Cognitive)

Children observe others and compare and comment on aspects including the ***skills, techniques, tactics, ideas and composition*** used. They are now starting to use their findings on a ***consistent basis*** to refine their own performance i**n *some physical activities and sports.***

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:* ▪ Observe an invasion game, such as football, and explain that the defender needs to move towards the opponent with the ball when they are defending on their own against two opponents coming towards them ▪ Identify in a group discussion that for team games, their understanding of simple tactics for attacking and defending is the same as some of the other children but different to others ▪ Use this understanding to outwit their opponents	*They **display some more examples** such as being able to:* ▪ Demonstrate that within a certain activity, such as Gymnastics, Games or OAA, they are starting to reflect more regularly upon key aspects of their own performance and are capable of identifying their own strengths and aspects for development - this could be skills, tactics or composition based • Demonstrate that within a certain activity, such as Gymnastics, Games or OAA, they are starting to use the analysis of their own performance more regularly to continually make improvements – this could be skills, tactics or composition based ▪ Show that they are starting to take some responsibility, on a more regular basis, for making improvements to their own performance	*They **display even more examples** such as being able to:* ▪ Make decisions about how to improve their performance without having to ask for guidance from a member of staff ▪ Observe their own Gymnastics performance on an i-PAD and evaluate the techniques and the composition, identifying good aspects and an area for development ▪ Start to have discussions, unprompted, with their partner about the quality of their performance, the skills, tactics or composition, and give and accept feedback	*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 Attainment Measures 1-4, with ***most children achieving Attainment Measure 3*** by the end of the year.

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