National Curriculum

Physical Education

Key Stage 2 – PE MAPs©

Year 6

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

Area of Experience and Development

End of Year Age Related Expectations (Cognitive)

Children evaluate and recognise ***correctly, and with consistency***, ***their own*** and ***others' success.***
They ***regularly*** compare and provide feedback on the ***skills, techniques, tactics, ideas and composition*** used in their ***own and others' work,*** and use this understanding ***consistently*** to ***make improvements*** across a ***range of 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:* ▪ Initiate, and engage in, regular evaluations and discussions of the quality of their work with their partner or their groups across a range of activities ▪ Consistently observe and recognise good demonstrations and modelled examples, and copy them to improve the quality of their own work ▪ Consistently provide the correct feedback to their group on the quality of their work, such as a dance routine, the content and movement patterns and motifs involved, and consistently, correctly identify and share the key aspects for improvement	*They **display some more examples** such as being able to:* ▪ Consistently identify the key aspects for improvement in a performance, and be able to explain why one aspect for development would be harder to achieve than another, such as it would be harder to strike a forehand in mini-tennis when you have to run out wide for the ball, compared to striking a ball that you don't have to run to ▪ Identify and prioritise which aspects of their own or their partner's performance need to be worked on first ▪ Describe the activity they have just seen, using correct terminology such as 'motif', 'counter-balance', 'composition', 'strike', 'dribble; etc.	*They **display even more examples** such as being able to:* ▪ Consistently answer correctly when questioned by staff or other children about the successful aspects of an activity and aspects for development ▪ Consistently ask appropriate questions and suggest alternatives that demonstrate, for example, a good level of understanding about tactics being used in a game or Dance composition ▪ Show good evaluation and planning skills and demonstrate good communication skills to provide feedback across a range of physical activities	*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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