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| **PE Skills** *Expected by End of Year 5*  |
| **GAMES***(including a range of Net & Wall, Invasion and Striking & Fielding)* |
| * Pupils can move with a ball under control and can use attacking and defending skills with growing success in a game situation.
* They can play as part of a team in games and can offer advice to others on how to improve their performance.
* Pupils can lead simple warm ups and discuss the effects of this on the body.
 |
| **Gymnastics** |
| * Pupils can link ideas and skills with greater control and fluency and can work well with a partner or small group.
* They can create and perform longer and more complex sequences accurately changing direction, levels, pathways and speed.
* Pupils can use gymnastic vocabulary with confidence when talking about a performance and can describe the effects of exercise on the body
 |
| **Dance** |
| * Pupils can create and link movement phrases with greater control and fluency and can work well with a partner and small groups.
* They can create and perform longer and more complex phrases responding to a range of stimuli and accompaniment accurately using changes of direction, levels, pathways, formations and speed.
* Pupils can use dance vocabulary with confidence when talking about a performance and can describe the effects of exercise on the body.
 |
| **Outdoor and Adventurous Activities** |
| * Take part in outdoor and adventurous activity challenges both individually and within a team
 |
| **Swimming** |
| * Swim competently, confidently and proficiently over a distance of at least 25 metres.
* Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
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| **PE Assessment***Expected by End of Year 5* |
| **GAMES***(including a range of Net & Wall, Invasion and Striking & Fielding)* | **Gymnastics** |
| * Pupils can move with a ball under control and can use attacking and defending skills with growing success in a game situation.
* They can play as part of a team in games and can offer advice to others on how to improve their performance.
* Pupils can lead simple warm ups and discuss the effects of this on the body.
 | * Pupils can link ideas and skills with greater control and fluency and can work well with a partner or small group.
* They can create and perform longer and more complex sequences accurately changing direction, levels, pathways and speed.
* Pupils can use gymnastic vocabulary with confidence when talking about a performance and can describe the effects of exercise on the body
 |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
| **Dance** | **Outdoor and Adventurous Activities** |
| * Pupils can create and link movement phrases with greater control and fluency and can work well with a partner and small groups.
* They can create and perform longer and more complex phrases responding to a range of stimuli and accompaniment accurately using changes of direction, levels, pathways, formations and speed.
* Pupils can use dance vocabulary with confidence when talking about a performance and can describe the effects of exercise on the body.
 | * Take part in outdoor and adventurous activity challenges both individually and within a team
 |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
| **Swimming** |
| * Swim competently, confidently and proficiently over a distance of at least 25 metres.
* Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 |
| **Below Expectation** | **Above Expectation** |