

Wath CofE Primary PE Assessment

Year 6

Areas of Learning	Expected outcomes:	Pupil notes: W or G
Dance	<ul style="list-style-type: none"> • Work creatively and imaginatively on their own and with a partner. • Perform with expression and show clear understanding of the dance. • Create and structure motifs, phrases, sections and whole dances. • Perform dances fluently and with control. • Evaluate, refine and develop their own and others work. 	
Gymnastics	<p>Matching, Mirroring and Contrasting Partnerwork – matching and mirroring.</p> <ul style="list-style-type: none"> • Different modes of travelling and exploring shapes and different levels. Continuity of movement and changes of speed. <p>Synchronisation and Canon (s + c) Partnerwork to understand s + c.</p> <ul style="list-style-type: none"> • Floor and apparatus – explore s + c with different ways of travelling, directions, parts of body, pathways and rhythm. <p>Holes and Barriers Stretched and curled, contact and non-contact with partner.</p> <ul style="list-style-type: none"> • over and under a partner stable base + moving base. Matching and contrasting shapes sequences in 2s. <p>Counter-Balance + Counter-Tension Pushing and pulling against floor + apparatus to hold balanced position.</p> <ul style="list-style-type: none"> • Pushing and pulling against partner to create balance – different levels, shapes, body parts. 	
Games	<p>Invasion Games (Ball Handling) Pupils now apply skills learnt to participate in small—sided games of netball, basketball and / or rugby.</p> <ul style="list-style-type: none"> • Techniques and skills related specifically to each individual game are taught. <p>Striking and Fielding Games Pupils now apply skills learnt to participate in small—sided striking and fielding games of rounders and / or cricket.</p> <ul style="list-style-type: none"> • Children begin to identify the differences between individual games and recognise and adapt to their unique characteristics. 	

	<p>Net / Court / Wall Games Pupils now apply skills learnt to participate in small—sided games of volleyball and / or tennis.</p> <ul style="list-style-type: none"> • Children develop the range and quality of their skills when playing games using racquets and hands. • Children explore the differences between the games and develop specific skills and tactics. <p>Invasion Games – (Implement and Kicking) Pupils now apply skills learnt to participate in small—sided games of hockey and or football.</p> <ul style="list-style-type: none"> • Children develop skills and tactics under pressure and develop team skills of cooperation and communication. • Children also improve their attacking and defending play, applying skills and strategies to outwit opponents. 	
Athletics	<p>Develop techniques of:-</p> <ul style="list-style-type: none"> • Drive and speed. • Running over obstacles and running longer distances. • Stride frequency and smooth relay take overs (upsweep and downsweep) • Changing direction at speed. • Throwing styles (shot and sling – discus) • Pull throw – javelin • Jumping long + combination (triple jump) • • Jumping for height (scissor jump) 	
Orienteering	<p>Develop techniques of:-</p> <ul style="list-style-type: none"> • Recapping and building on all the skills learnt so far • Head to head sprints. • Quick decision making. • Combine running speed with navigation skills under pressure of time constraints. 	
Overall pupil assessment		
Pupil working below age-related expectations	Pupils working above age-related expectations	

