



Year 5 PE

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
Athletics	<ul style="list-style-type: none"> - To be able to understand the correct sprint technique over short distances. - To attempt the correct leading and trailing leg technique in hurdles. - To jump using the correct take off foot - To explore a variety of angles of release in throwing events. - To understand some basic athletics tactics, For example, what is involved in a relay race, or how to pace themselves in a middle distance race? 	<p>By the end of year 5, a pupil is able to attempt the correct pace for a specific running event and suggest an improvement for performance</p> <p>A year 5 pupil is beginning to show some control in throwing and jumping.</p>
Dance	<ul style="list-style-type: none"> - To move in time to the beat. - To choreograph a motif for a small group. - To attempt to use canon and unison in routines. - To work at different levels. - Motifs begin to show flow. 	<p>They attempt to compose creative sequences that begin to show some imagination.</p> <p>Pupils perform expressive sequences with good posture.</p>
Games	<ul style="list-style-type: none"> - To pass, catch and control the ball with some accuracy, occasionally under pressure. - Pupils will attempt to attack and defend. - To attempt to strike the ball when bowled. - To make contact with the shuttle/ball. - In small sided matches attempt to adapt to changing situations when attacking and defending. 	<p>Pupils are aware of the difference between a defender and attacker. They are beginning to show accuracy when striking, passing, catching or fielding a ball.</p> <p>They begin to demonstrate leadership in pairing up to lead a 3 part warm up.</p>
Gymnastics	<ul style="list-style-type: none"> - Pupils are always aware of the positions their body can do. - Body tension is sometimes evident in performances. - To plan a sequence for a small group to follow. - To use basic moves to link between moves in a sequence without walking too often. - To perform in a solo or group sequence showing some clarity in most of their moves. 	<p>Swimming</p> <p>By the end of year 5, pupils should be able to swim fluently over 50m using a variety of controlled strokes including; breast stroke, front crawl and back stroke; ensuring that breathing is controlled throughout.</p>
OAA	<ul style="list-style-type: none"> - Choose and perform skills and strategies effectively. - Find solutions to problems and challenges. - Plan, implement and refine the strategies they use. - Adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood. - Prepare physically and organisationally for challenges they are set, taking into account the group's safety. - Identify what they do well, as individuals and as a group. - Suggest ways to improve. 	
Swimming	<p>We follow the ASA Swim For Life Assessment Awards.</p> <ul style="list-style-type: none"> - Enter the water safely (step, swivel) - Move forwards, backwards and sideways for a distance of five metres - Scoop the water and wash face, wash hair, be at ease with water showered from overhead. - Blow bubbles a minimum of three times with nose and mouth submerged. - Take part in a teacher led partner orientated game. - Demonstrate and understanding of pool rules. - Recognise and understand beach flags. - Exit the water safely. 	