



Year 6 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 successfully sprint over 80m and 150m. - To know and perform the 4 stages of a jump (run up, take off, flight, and landing). - To be confident in high jump with and explore a variety of jumps. - To understand the importance of angle of release in throws - To make decisions about what to do improve performance and that of others. 	<p>By the end of year 6, a pupil is able to choose the correct pace for the specific event and attempt to improve performance.</p> <p>A year 6 pupil will begin to show control in throwing and jumping and attempt an analysis of their performance.</p>
Dance	<ul style="list-style-type: none"> - To begin to move in time to a regular beat to a variety of music genres. - To choreograph a motif for the individuals and others to perform. - To begin to understand the terms 'canon' and 'unison' and explore these terms. - To work on different levels, using some complex moves. - Motifs show fluid movements. 	<p>Pupils compose creative sequences with more imagination. These sequences start to show strength and stamina. Pupils perform high energy or graceful sequences that are expressive and hold their body posture.</p>
Games	<ul style="list-style-type: none"> - To pass, catch and control the ball using a variety of passes. - Pupils will be more confident attacking and defending - To strike the ball when it is bowled and attempts to find spaces. - To make contact with the shuttle/ball and select the correct shot. - In small sided matches adapt to changing situations using the appropriate tactics. 	<p>Pupils begin to explore different tactics. Pupils develop experience in defending and attacking and are able to identify their strengths and weaknesses. They show an improvement in accuracy when striking, passing, catching or fielding a ball over short distances.</p>
Gymnastics	<ul style="list-style-type: none"> - To be aware of the different positions their body can do. - These positions include some inversions. - Gymnastic performances show body tension. - To plan a sequence for others to perform. - To use some complex moves to link between moves in a sequence without walking. - To perform in a solo or group sequence using some complex moves, showing clarity in the moves. 	<p>Pupils are able to embrace leadership and understand team roles. This is evident when completed a three part warm up.</p>
OAA	<ul style="list-style-type: none"> - Work confidently in familiar and changing environments. - Adapt quickly to new situations. - Devise and put into practice a range of solutions to problems and challenges. - Understand clearly the nature of a challenge or problem and what they want to achieve. - Take a leading role when working with others. - Prepare efficiently and safely; identify and respond to events as they happen. - Identify effective performances and solutions. - Take the lead in planning to improve weaknesses. 	