

What are the key features of 'knowledge-rich' assessment for Physical Education?

Subject	Features
Physical Education	<ul style="list-style-type: none">❑ At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none">❑ Gymnastics❑ Basic Movement and Team Games❑ Dance
	<ul style="list-style-type: none">❑ At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none">❑ Athletics❑ Gymnastics❑ Competitive Games❑ Outdoor Adventure❑ Dance❑ Swimming❑ Evaluating
	<ul style="list-style-type: none">❑ There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
	<ul style="list-style-type: none">❑ When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for PE for their age group.

Physical Education: Key Stage 1

	Gymnastic Movements	Basic movements and Team Games	Dance
	<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns</i>
Year 1	<ul style="list-style-type: none"> • make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways 	<ul style="list-style-type: none"> • throw underarm • throw and kick in different ways 	<ul style="list-style-type: none"> • perform own dance moves • copy or make up a short dance • move safely in a space
Year 2	<ul style="list-style-type: none"> • plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules' 	<ul style="list-style-type: none"> • use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules 	<ul style="list-style-type: none"> • change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling

Physical Education: Key Stage 2

	Athletics	Competitive Games	Gymnastics
	<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>
Year 3	<ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 	<ul style="list-style-type: none"> be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 	<ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance
Year 4	<ul style="list-style-type: none"> sprint over a short distance and show stamina when running over a long distance jump in different ways throw in different ways and hit a target, when needed 	<ul style="list-style-type: none"> throw and catch accurately with one hand hit a ball accurately with control vary tactics and adapt skills depending on what is happening in a game 	<ul style="list-style-type: none"> move in a controlled way include change of speed and direction in a sequence work with a partner to create, repeat and improve a sequence with at least three phases
Year 5	<ul style="list-style-type: none"> controlled when taking off and landing throw with increasing accuracy combine running and jumping 	<ul style="list-style-type: none"> gain possession by working a team and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> make complex extended sequences combine action, balance and shape perform consistently to different audiences
Year 6	<ul style="list-style-type: none"> demonstrate stamina and increase strength 	<ul style="list-style-type: none"> agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises 	<ul style="list-style-type: none"> combine own work with that of others sequences to specific timings

Physical Education: Key Stage 2

	Dance	Outdoor and Adventurous Activity	Evaluate
	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
Year 3	<ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases 	<ul style="list-style-type: none"> follow a map in a familiar context use clues to follow a route follow a route safely 	<ul style="list-style-type: none"> compare and contrast gymnastic sequences recognise own improvement in ball games
Year 4	<ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea 	<ul style="list-style-type: none"> follow a map in a (more demanding) familiar context follow a route within a time limit 	<ul style="list-style-type: none"> provide support and advice to others in gymnastics and dance be prepared to listen to the ideas of others
Year 5	<ul style="list-style-type: none"> compose own dances in a creative way perform dance to an accompaniment dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> follow a map into an unknown location use clues and a compass to navigate a route change route to overcome a problem use new information to change route 	<ul style="list-style-type: none"> pick up on something a partner does well and also on something that can be improved know why own performance was better or not as good as their last
Year 6	<ul style="list-style-type: none"> develop sequences in a specific style choose own music and style 	<ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others, taking account of safety and danger 	<ul style="list-style-type: none"> know which sports they are good at and find out how to improve further