



Robert Bloomfield Academy: Key Stage 2 Grade Descriptors – PE Invasion Games

| KS2 Age Related Expectations | Performance of skill <i>Pupils will be assessed on skills listed below when performed in isolation or unopposed practice.</i> <i>Pupils skills should be shown in increasingly progressive, pressured and demanding drills, which could include some direct competition but with no intended outcome at the end of the drill/practice (i.e. not shown in a full game).</i> | Application of skills and decision making <i>Pupils will be assessed on the quality of appropriate skills, their ability to consolidate and build on their knowledge of the skills, techniques and</i> <i>decision-making processes to meet the challenges of a conditioned/formal/competitive situation, including using the appropriate skills/techniques:</i> | <u>Analyse and Evaluating</u> <i>Pupils should: confidently and effectively share feedback on themselves and other performances.</i> |
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| 6 Exceeding | Can play a variety of positions well and with consistency, demonstrating knowledge of attacking and defending skills. Can consistently throw and catch in both practice and when under pressure from opponents. | Shows a range of more complex techniques and tactics when playing in a game situation. Play games confidently and control the ball consistently when under pressure at speed. | Can independently recognise strengths and weaknesses in their own performance and others performances and explain them with confidence some improvements. |
| 6 Secure | Understand and demonstrate knowledge of attacking and defending positions well when not under pressure. | Can use a range of techniques and tactics when playing in game situations and is more accurate. | Is able to analyse others skills in practices and games and offer advice on how to improve. |
| 6 Developing | Can throw and catch with control when under limited pressure. Can demonstrate a range of skill statically and when passing lacks power. | Can consistently demonstrate techniques and tactics when playing in a game situation but when under pressure lacks accuracy and success. | Able to be able to recognise strengths/ weaknesses in their own performance and try to correct them. |

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| 6 Beginning | <p>Can change direction when dribbling or running but lacks speed.</p> <p>Can throw and catch with control during practice but is inconsistent when under a little pressure.</p> | Can demonstrate some basic techniques and tactics when playing in a game situation. | Can recognise strengths/weaknesses in other performance and can show/discuss how to correct them. |
| 5 Secure | Can play in some positions but sometimes lacks the understanding of attacking and defending positions. | Can play in small games with some confidence and shows control with the ball most of the time. This lacks consistency. | Can observe others, recognise strengths and weaknesses and sometimes give suggestions that will help them to improve. |
| 5 Developing | Sometimes able to change direction and speed when dribbling/catching or passing in set tasks. | Enjoys playing small sided games but can only occasionally select the correct skill and maintain involvement. | Is able to recognise when a mistake is being made in their own performance but unable to correct it. |
| 5 Beginning | Can demonstrate a range of passes and catches with very little consistency or accuracy when static. | Enjoys playing small-sided games but struggles to select the correct skill and maintain involvement. | Can recognise some faults but lacks knowledge of how to correct them. |
| Level 4 core skills | <p>Learning and developing the following- Spatial awareness and footwork.</p> <p>Travelling and moving in different ways, changing speed and direction, dodging, pivoting</p> <p>Controlling a ball.</p> | <p>Learning how to Keep possession in a small-sided game.</p> <p>Controlling a ball, guarding, tactics etc.</p> | Able to vocalise their enjoyment of practical activities. Can describe how taking part made them feel. Highlights what their favorite part of a lesson was. Can describe how their body feels during/after taking part practically. |

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| | <p>Bouncing the ball, travelling with a ball, controlling and guarding</p> <p>Sending and receiving.</p> <p>Travelling with and controlling a ball, changing direction and speed, estimating, passing, receiving, timing</p> <p>Passing a ball.</p> <p>Controlling a ball, guarding.</p> | | |
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