**Assessment Expectations in Games**

|  |
| --- |
| **A Year 1 child can:** |
| They can select and explore a range of equipment e.g. balls, quoits and beanbags. They can throw and catch a large ball with a partner and move equipment around a space in different ways e.g. rolling, throwing and kicking. They will use the skills they have developed with some accuracy e.g. aiming a beanbag towards a target. **Vocabulary; observe, throwing, catching, direction, position, rules**  They can follow simple rules and instructions. They can observe and make simple comments on other children’s performance, by describing what they can see and begin to copy ideas to improve their own work. |
| **A Year 2 child can:** |
| They continue to develop their accuracy when sending and receiving different equipment using their hands, feet and implement. They will begin track the pathway of a stationary and moving ball and move to intercept. They will use their skills to solve simple tactical problems and beat personal records. **Vocabulary; pass, strategy, attack, defend, pathway**  They can follow and also adapt rules to create challenge. They can describe their own and others work using appropriate vocabulary and can recognise a good performance. |
| **A Year 3 child can:** |
| They will technically refine sending and receiving movement’s using their hands, feet and equipment. e.g chest pass bounce pass. They will play confidently and competitively in small sided games/formations and use simple tactics to signal, move, pass/receive and retain possession. **Vocabulary; dribble, signal, control, space, possession**  They will follow and understand rules without dispute and apply some simple tactics/principles. They can identify strengths and areas of improvement in their own and others performance using appropriate language. |
| **A Year 4 child can:** |
| They will confidently use hands, feet and equipment with control and accuracy. Whilst playing in different formats and group sizes, they will also send and receive balls of different speeds, levels and directions inc. over nets/barriers. They will also understand how to dodge, mark, signal and intercept a ball. **Vocabulary; opponent, tactics, dodge, intercept, accuracy**  They will plan, follow, adapt rules and apply simple strategies without dispute. They will identify strengths and areas of improvement in their own and others using appropriate language. They can also suggest practices to improve performance. |
| **A Year 5 child can:** |
| They will develop control when sending and receiving from both sides of their body and combine skills to perform a sequence of game based movements. They will work as a team in small sided games to transfer common principles of play and use space to receive balls from different heights and angles. They will experience all roles within a game. **Vocabulary; fair play, evaluate, sending, receiving, performance**  They will use appropriate strategies/tactics to be an effective team player who demonstrates sportsmanship. They will recognise their own and others strengths and weaknesses using technical language and suggest ideas to improve specific areas of performance using a success criteria. |
| **A Year 6 child can:** |
| They will demonstrate a range of controlled passing, receiving, striking, dribbling and shooting which are adapted to meet the needs of situation and will fluently combine skills in performance. They will organise a team into different formations to concentrate on attacking/defending e.g overloading a player. They will be able to retain possession and progress towards goal. They successfully undertake all roles within a game. **Vocabulary; strike, marking, sportsmanship, formation**  They will apply specific strategies to improve their own and group performance and will be reliable individual who demonstrates good sportsmanship. They will successfully recognise the strengths and weaknesses in their own, an individual or team performance. They will also help develop a success criteria and use it to improve performance. |

**Expected Standard**