




CORE PE KS3/4 Progress Criteria (Curriculum Intent Code)

Levels	Yr 7	Yr 8	Yr 9	Yr 10/11	CORE PE KS3/4 Progress Criteria (Curriculum Intent Code)		
					HEAD THINKING/DECISION MAKING 	HEART ATTITUDE/CONFIDENCE 	HAND PRACTICAL/DOING 
9					<ul style="list-style-type: none"> I have an extensive knowledge and understanding of the components of fitness, methods of training, effects of exercise and principles of training. I can evaluate my own and other's performances giving detailed feedback with technical and tactical advice. I can plan/lead an effective improvement programme to help myself/someone else improve their performance/knowledge. 	<ul style="list-style-type: none"> I always embrace change and challenges and am resilient to set backs 100% of the time. I have an outstanding record in terms of effort and enthusiasm. I can coach others to improve their sportsmanship. <ul style="list-style-type: none"> I demonstrate confidence, respect, authority when leading, officiating, or participating. 	<ul style="list-style-type: none"> I can demonstrate, with some accuracy, and success, basic skills and techniques in passive practices and isolation. (Running/throwing, catching, jumping etc) I can apply basic tactics in passive practices. I can participate in small games/activities. I can complete a range of exercises without struggling for breath. <ul style="list-style-type: none"> I can perform to a basic level in some sports.
8					<ul style="list-style-type: none"> I can name and explain some methods of training. I can give specific and accurate feedback to performers sporting needs, I can critically evaluate the quality of my own and others' tactics and skills when performing across many sports. I can display an excellent understanding and suggest ways how skills, strategies and tactics can affect the quality of performance in a range of activities. 	<ul style="list-style-type: none"> I am always hard-working, resilient and helpful. I embrace challenges and look at them as a way to improve. I am a role model and leader within the class, both in and out of lessons. I am committed to being the best I can be and helping others achieve. I am confident and show respect when officiating/leading. I can promote a positive growth mindset and sportsmanship. 	<ul style="list-style-type: none"> I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills and techniques in very competitive and challenging situations. I have an outstanding level of fitness across a range of activities, components and sports. <ul style="list-style-type: none"> I can perform to a high level in a range of activities.
7					<ul style="list-style-type: none"> I can accurately explain which components of fitness would be beneficial in which sports and explain methods for testing them. I can lead/officiate matches and show a good understanding of the rules. I can explain how skills/techniques can be transferred across a range of sports and give examples. I can analyse a performance of myself and my peers in a range of different sports and help them specifically improve either a skill, technique, knowledge, or tactic. 	<ul style="list-style-type: none"> I can display clear communication skills, empathy and patience. I can help resolve conflicts in a team situation. I am respectful and respected – I have developed positive working relationships with my classmates and teacher. I can promote a positive growth mindset and sportsmanship. 	<ul style="list-style-type: none"> I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills and techniques in a wide range of sports and challenging situations. I can consistently make effective decisions about which skills and tactics to use and carry them out. I can successfully transfer skills and techniques between sports. <ul style="list-style-type: none"> I can perform to a high level in a couple of sports.
6					<ul style="list-style-type: none"> I can identify and explain components of fitness. I can lead an effective practice/exercise/activity for a group of students. I can explain the advantages of using certain skills/techniques in different sporting situations. I am able to identify areas to develop in a range of performances and give teaching points to help improve. 	<ul style="list-style-type: none"> I am confident and competent when leading activities/tasks/discussions/team talks. I can effectively vary my methods of communication to different situations, abilities and confidence levels. I can inspire others in the class. I can encourage others to show sportsmanship. I am confident in a range of tasks. 	<ul style="list-style-type: none"> I can demonstrate, with consistent accuracy and success, a good range of appropriate skills and techniques in challenging activities. I can fluently link skills and techniques. I demonstrate a high level of fitness and can make improvements to my fitness. <ul style="list-style-type: none"> I can perform to a good level in most sports.

5				<ul style="list-style-type: none"> I have a sound knowledge of the importance of taking part in regular physical activity. I can identify physical, emotional and social benefits. I can explain more complex techniques in some sports. I have a good knowledge of skills and rules in a range of sports. I can give feedback on a team/groups overall performance. And suggest several ways to improve. 	<ul style="list-style-type: none"> With confidence and some success I can lead discussions. I can demonstrate empathy and respect for others. I always demonstrate good sportsmanship. I can support and motivate others in the class. I am confident around rules/skills in several sport. 	<ul style="list-style-type: none"> I can demonstrate, with consistency, accuracy and success, skills and techniques across a range of sports. I can link skills and techniques together. I can apply complex ideas and tactics to activities and games. I can demonstrate a good level of fitness in a range of fitness components. <ul style="list-style-type: none"> I can perform to a good level in some sports.
4				<ul style="list-style-type: none"> I have an understanding of, and can describe, how the body adapts and benefits from regular exercise. I can lead an effective small group warm-up. I have a good knowledge of skills and techniques in several sports. I can make basic suggestions to improve my own and someone else's performance. 	<ul style="list-style-type: none"> I demonstrate confidence, leadership and team work qualities and volunteer to demonstrate/lead tasks. I am hard working, resilient and eager to accept challenges and improve. I often demonstrate good sportsmanship. I have developed respectful relationships with my peers and can work with a wide variety of people. 	<ul style="list-style-type: none"> I can demonstrate, with a moderate level of accuracy, skills and techniques across a variety of activities and high pressure situations. I can apply tactics in competitive activities with success. I show a good level of fitness to complete the demands of the activity. I can attempt more complex techniques. <ul style="list-style-type: none"> I can perform to a good level, some of the time, in a few sports.
3				<ul style="list-style-type: none"> I can identify the main immediate effects of exercise on the body. I can lead an effective warm-up for a partner. I can identify and describe some tactics in some sporting activities. I can have some knowledge of sporting skills and techniques and when/why they would be used. I can identify strengths and weaknesses in a partner's performance. 	<ul style="list-style-type: none"> I demonstrate good confidence with most tasks. I understand the term sportsmanship and try to demonstrate it. I can communicate with others and suggest ideas. I give 100% effort to the majority of activities, I am resilient when faced with challenges. I consistently demonstrate respect for others and equipment. 	<ul style="list-style-type: none"> I can demonstrate, with some success, skills and techniques under pressure (e.g. with a defender/audience) I can trial tactics in a range of activities with some success. I have the fitness to complete most class activities. <ul style="list-style-type: none"> I can perform to a fairly good level in several activities.
2				<ul style="list-style-type: none"> I can effectively warm up for exercise & identify some muscle locations. I can describe some rules and skills in some sports. I can name/explain a range of skills that might be used in some activities. I can identify strengths and weaknesses in my own performance. 	<ul style="list-style-type: none"> I can occasionally contribute to group/class discussions. I can show maturity whatever the outcome of a game. I usually demonstrate respect for others and equipment. I can complete a task by myself when required. I nearly always put a good amount of effort into a task. 	<ul style="list-style-type: none"> I can demonstrate, with some accuracy and success, skills and techniques across a range of different activities. I can apply tactics with some success. I can demonstrate a basic level of fitness in some activities. <ul style="list-style-type: none"> I can perform to a basic level I a variety of sports.
1				<ul style="list-style-type: none"> I can know why I need to complete a w/u & can name some muscles. I can describe and explain some skills and rules in some sports. I have some understanding of how to do basic skills. I can start to reflect on my performance with teacher guidance and identify some basic strengths and weaknesses. 	<ul style="list-style-type: none"> I can complete an activity with support from a teacher/peer.. I can cope with winning/losing a game. Only sometimes do I demonstrate confidence in a task or activity. I sometimes demonstrate resilience and effort. Sometimes I demonstrate respect for others and equipment. 	<ul style="list-style-type: none"> I can demonstrate, with some accuracy, and success, basic skills and techniques in passive practices and isolation. (Running/throwing, catching, jumping etc) I can apply basic tactics in passive practices. I can participate in small games/activities. I can complete a range of exercises without struggling for breath. <ul style="list-style-type: none"> I can perform to a basic level in some sports.
0				<ul style="list-style-type: none"> Not achieving the above 	<ul style="list-style-type: none"> Not achieving the above 	<ul style="list-style-type: none"> Not achieving the above

Sport specific criteria/levels



Netball	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	-Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (footwork, 3 seconds)	-Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment	-Can catch and pass (short distance) and shoot stationary using some of the TPs -Can complete a 2 -minute run
Level 2	-Can warm up with a partner -Know basic rules (contact, obstruction) -Know some of the different positions on the court	-Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee	-Can catch/pass/shoot in isolation with some accuracy -Can participate in a 2v1 practice -Can complete a 3 -minute run
Level 3	-Know all basic rules (as above) -Know where different positions play on the court and their role -Give a basic description of all passes/footwork/shooting	-Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes	-Can use a range of passes, catch and shoot accurately -Can complete a 4 -minute run
Level 4	-Have a good understanding of the game including ways to attack and defend -Understand more complex rules (short pass/travelling) -Know where all positions can go on the court -Give a description of all passes/footwork/shooting with some detail	-Take part in activities (not necessarily netball related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others	-Can perform basic footwork/pivot effectively -Can perform basic skills in a 2v1 and 3v2 practices with accuracy -Can complete a 5 -minute run
Level 5	-Can recognise when to use the above techniques effectively -Use basic tactics to outwit opponents -Know some consequences of rule breaks (Contact=penalty pass) -Give a detailed description of all passes/footwork/shooting	-Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE	-Can use all the skills above with accuracy in 3v2/4v3/5v4 situations -Can use simple attacking/defensive play in a game -Can perform a 6 -minute run
Level 6	-Can identify some the sport specific COF needed -Can identify areas for improvement in peers' performance based on technical knowledge -Know more complex rules such as the contested and advantage rule -Know consequences of most rule breaks	-Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE	-Use some sport specific COF -Can use basic tactics to outwit opponents -Can use skills in large game situations with some success
Level 7	-Can identify the specific COF needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback	-Can motivate and lead large groups -Shows strong resilience and does not give up easily	-Can use sport and situation specific COF, d -Can use skills above in large game situations with accuracy and success -Can use more complex tactics
Level 8	-Provide detailed feedback on peer's performance -Know consequences of all rule breaks -Create your own tactics to succeed in a game	-Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress	-Can play full sided games, showing dominance and a range of COF -Use more advanced attack/defence strategies
Level 9	-Know positional specific tactics (defence bringing the ball up court) -Understanding regulations around safe play (nails/blood on court/hair) -Be able to apply complex strategy to game play	-Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team	-Can alter your game play to manipulate the play of team mates to succeed in a game -Perform all skills accurately with relevant COF



Football	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> -Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (boundaries, contact) 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> -Can pass (stationary) and shoot (short distance) -Can dribble and tackle using some of the TPs -Can complete a 2 -minute run
Level 2	<ul style="list-style-type: none"> -Can warm up with a partner -Know basic rules (offside, goalkeeper handling the ball) -Know some of the different positions on the pitch -Know some TPs of passing/shooting/dribbling 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> -Can pass/shoot/dribble with some accuracy -Can dribble and attempt a tackle in isolation -Can participate in a 2v1 practice -Can complete a 3 -minute run
Level 3	<ul style="list-style-type: none"> -Know all basic rules of football (as above) -Know where different positions play on the pitch and their role - Describe with some detail, TPs of passing/shooting/dribbling 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> -Can pass, shoot and travel with the ball accurately -Can dribble and tackle well in isolation -Can complete a 4 -minute run
Level 4	<ul style="list-style-type: none"> -Have a good understanding of the game including ways to attack and defend - Give detailed description, including TPs of passing/shooting/dribbling -Know where all positions should go on the pitch 	<ul style="list-style-type: none"> -Take part in activities (not necessarily football related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> -Can use basic tactics to improve performance -Can perform the basic skills above in a 1v1 and 2v1 practice with accuracy -Can complete a 5 -minute run
Level 5	<ul style="list-style-type: none"> -Can recognise when to use the above techniques effectively -Use basic tactics to outwit opponents -Know some consequences of rule breaks (Contact=penalty) 	<ul style="list-style-type: none"> -Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> -Can use all the skills above with accuracy in 3v2/4v3/5v4 situations -Can use simple attacking/defensive play in a game -Can perform a 6 -minute run
Level 6	<ul style="list-style-type: none"> -Can identify some the sport specific COF for football -Can identify areas for improvement in peers' performance based on technical knowledge -Know consequences of most rule breaks 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> -Use some sport specific COF -Can use basic tactics to outwit opponents -Can use skills in large game situations with some success
Level 7	<ul style="list-style-type: none"> -Identify the sport specific COF in football needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge and provide feedback 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> - Can use sport specific COF required, dependent on the given situation -Can use skills above in large game situations with accuracy and success -Can use complex tactics
Level 8	<ul style="list-style-type: none"> -Provide detailed feedback on peer's performance -Know consequences of all rule breaks -Create your own football tactics to succeed in a game 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> -Can play full sided games, showing dominance and a range of COF -Use more advanced attack/defence strategies
Level 9	<ul style="list-style-type: none"> -Know positional specific tactics (defence bringing the ball up court) -Understanding regulations around safe play (nails/blood on court/hair) -Be able to apply complex strategy to game play 	<ul style="list-style-type: none"> -Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team 	<ul style="list-style-type: none"> -Can alter your game play to manipulate the play of team mates to succeed in a game -Perform all skills accurately, using relevant COF



Rugby	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> -Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic laws (pass backwards) 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> -Can catch and pass (short distance) stationary -Can catch the ball using some of the TPs -Can complete a 2 -minute run
Level 2	<ul style="list-style-type: none"> -Can warm up with a partner -Know laws of contact -Know some of the different positions on the pitch 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> -Can pass the ball (short distance) accurately -Can participate in a 2v1 practice -Can complete a 3 -minute run
Level 3	<ul style="list-style-type: none"> -Know all basic laws of rugby (passing, tackling, ruck) -Know where different positions play on the pitch and their role -Give a basic description of passing/tackling/rucking safely 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> -Can run forward and pass backwards with inconsistent accuracy and technique -Can complete a 4 -minute run
Level 4	<ul style="list-style-type: none"> -Have a good understanding of the game including ruck and maul -Has a good understanding of the laws of rugby -Give a more detailed description of passing/tackling/rucking safely 	<ul style="list-style-type: none"> -Take part in activities (not necessarily rugby related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> -Can perform a basic tackle in isolation -Can perform basic skills in a 1v1 and 2v1 practice with accuracy -Can complete a 5 -minute run
Level 5	<ul style="list-style-type: none"> -Can recognise when to use the above techniques effectively -Give a detailed description of passing/tackling rucking -Use basic tactics to outwit opponents -Know more complex rules such as offside 	<ul style="list-style-type: none"> -Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> -Can use all the skills above with accuracy in 3v2/4v3/5v4 situations -Can perform the tackle during game play -Can perform a 6 -minute run
Level 6	<ul style="list-style-type: none"> -Can identify some of the COF needed in rugby -Can identify areas for improvement in peers' performance based on technical knowledge -Know more complex rules such as offside (at ruck and maul) 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> - Can use some COF required in a game of rugby -Can use basic tactics to outwit opponents -Can use skills in large game situations with some success
Level 7	<ul style="list-style-type: none"> -Can identify the specific COF needed in rugby and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge and provide feedback 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> - Can use sport specific COF required in a game of rugby, dependent on the given situation -Can use skills above in large game situations with accuracy and success -Can use complex tactics
Level 8	<ul style="list-style-type: none"> -Can identify strengths and areas for improvement in peer's performance based on technical knowledge and provide detailed feedback -Create your own tactics to succeed in a game 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> -Can play full sided games, showing dominance and a range of COF -Use more advanced attack/defence strategies
Level 9	<ul style="list-style-type: none"> -Know positional specific tactics (forwards/backwards) -Understanding regulations around safe play (concussion) -Be able to apply complex strategy to game play 	<ul style="list-style-type: none"> -Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team 	<ul style="list-style-type: none"> -Can alter your game play to manipulate the play of team mates to succeed in a game -Can perform all skills with accuracy and the relevant component of fitness



Basketball	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	-Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (double dribble, contact)	-Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment	-Can pass (short distance) and shoot stationary -Can dribble using some of the TPs -Can complete a 2 -minute run
Level 2	-Can warm up with a partner -Know basic rules (travelling, key) -Know some of the different positions on the court	-Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee	-Can pass/dribble/shoot with some accuracy -Can participate in a 2v1 practice -Can complete a 3 -minute run
Level 3	-Know all basic rules (above) -Know where different positions play on the court and their role -Give a basic description of a passes, dribbling and shooting	-Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes	-Can pass/dribble/shoot accurately in isolation -Can perform basic footwork/pivot -Can complete a 4 -minute run
Level 4	-Have a good understanding of the game including ways to attack and defend -Understand more complex rules (time in defensive end, fouls) -Know where all positions can go on the court -Give a description of all passes/dribbling/shooting with some detail	-Take part in activities (not necessarily basketball related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others	-Can perform basic skills above in a 2v1 and 3v2 practices with accuracy -Can apply very basic principles of attack/defence -Can complete a 5 -minute run
Level 5	-Can recognise when to use the above techniques effectively -Use basic tactics to outwit opponents -Know some consequences of rule breaks (Contact=free pass) -Give a detailed description of all passes/dribbling/shooting	-Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE	-Can use all the skills above with accuracy in 3v2/4v3/5v4 situations -Can use simple attacking/defensive play in a game -Can perform a 6 -minute run
Level 6	-Can identify some the sport specific COF needed -Can identify areas for improvement in peers' performance based on technical knowledge -Know more complex rules such as reaching in/holding/charging -Know consequences of most rule breaks	-Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE	-Use some sport specific COF -Can use basic tactics to outwit opponents -Can use skills in large game situations with some success
Level 7	-Can identify the specific COF needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback	-Can motivate and lead large groups -Shows strong resilience and does not give up easily	- Can use sport specific COF required, dependent on the given situation -Can use skills above in large game situations with accuracy and success -Can use complex tactics
Level 8	-Provide detailed feedback on peer's performance -Know consequences of all rule breaks -Create your own tactics to succeed in a game	-Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress	-Can play full sided games, showing dominance and a range of COF -Use more advanced attack/defence strategies
Level 9	-Know positional specific tactics (defensive lines) -Understanding regulations around safe play (nails/blood on court/hair) -Be able to apply complex strategy to game play	-Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team	-Can alter your game play to manipulate the play of team mates to succeed in a game -Can perform all skills with accuracy and the relevant component of fitness



Handball	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	-Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (3 steps, 3 seconds)	-Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment	-Can pass (short distance) and shoot stationary -Can dribble using some of the TPs -Can complete a 2 -minute run
Level 2	-Can warm up with a partner -Know basic rules (travelling, goal keepers' area, contact) -Know how to start the game	-Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee	-Can pass/dribble/shoot with some accuracy -Can participate in a 2v1 practice -Can complete a 3 -minute run
Level 3	-Know all basic rules (above) -Give a basic description of all passes, dribble and shooting -Know what to do when a rule is broken	-Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes	-Can pass/dribble/shoot accurately in isolation -Can perform basic footwork/pivot -Can complete a 4 -minute run
Level 4	-Have a good understanding of the game including ways to attack and defend -Understand more complex rules (distances for defending and free pass) -Know how to move around the court effectively -Give a description of all passes/dribbling/shooting with some detail	-Take part in activities (not necessarily handball related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others	-Can perform basic skills above in a 2v1 and 3v2 practices with accuracy -Can apply very basic principles of attack/defence -Can complete a 5 -minute run
Level 5	-Can recognise when to use the above techniques effectively -Use basic tactics to outwit opponents -Know some consequences of rule breaks (Contact=free pass) -Give a detailed description of all passes/dribbling/shooting	-Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE	-Can use all the skills above with accuracy in 3v2/4v3/5v4 situations -Can use simple attacking/defensive play in a game -Can perform a 6 -minute run
Level 6	-Can identify some the sport specific COF needed -Can identify areas for improvement in peers' performance based on technical knowledge -Know more complex rules such as violations/contact -Know consequences of most rule breaks	-Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE	-Use some sport specific COF -Can use basic tactics to outwit opponents -Can use skills in large game situations with some success
Level 7	-Can identify the specific COF needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback	-Can motivate and lead large groups -Shows strong resilience and does not give up easily	- Can use sport specific COF required, dependent on the given situation -Can use skills above in large game situations with accuracy and success -Can use complex tactics
Level 8	-Provide detailed feedback on peer's performance -Know consequences of all rule breaks -Create your own tactics to succeed in a game	-Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress	-Can play full sided games, showing dominance and a range of COF -Use more advanced attack/defence strategies
Level 9	-Know positional specific tactics (formations) -Understanding regulations around safe play -Be able to apply complex strategy to game play	-Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team	-Can alter your game play to manipulate the play of team mates to succeed in a game -Perform all skills accurately using relevant COF



Badminton	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> -Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (boundaries) 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> -Can start a game using a serve, but does not always get to the desired location -Can perform a short rally of 2 -3 with a partner
Level 2	<ul style="list-style-type: none"> -Can warm up with a partner -Know basic rules (service box/ how to start the game with a serve) 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> -Can serve to start game with some accuracy -Can perform a rally of 5 -10 with a partner
Level 3	<ul style="list-style-type: none"> -Know all basic rules (above) and how to score a point -Give a basic description of main shots (forehand/backhand serve, overhead clear) -Know what to do when a rule is broken 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> -Can perform basic shots in isolation -Can show some movement with shots in small practices
Level 4	<ul style="list-style-type: none"> -Basic understanding of the game, including when to use each shot -Understand more complex rules (how to win after a tie) -Know how to move around the court effectively -Give a description of a variety of shots with some detail 	<ul style="list-style-type: none"> -Take part in activities (not necessarily badminton related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> -Can perform basic skills above in small practices with accuracy -Can use very basic principles of attacking/defensive shots
Level 5	<ul style="list-style-type: none"> -Know when to use the above shots effectively and explain why -Know basic tactics to outwit opponents -Know some consequences of rule breaks such as touching the net -Give a detailed description of a variety of shots 	<ul style="list-style-type: none"> -Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> -Can use all the skills above in game situations, with some accuracy -Can use simple attacking/defensive play in a game
Level 6	<ul style="list-style-type: none"> -Know a variety of tactics to outwit opponents -Can identify some the sport specific COF needed -Can identify areas for improvement in peers' performance 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> -Can use a variety of shots with accuracy in game situations -Use some sport specific COF -Can use basic tactics to outwit opponents
Level 7	<ul style="list-style-type: none"> -Know how to use more advanced tactics to outwit opponents, including attacking and defensive/recovery shots -Can identify the specific COF needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> - Can use sport specific COF required, dependent on the given situation -Use a variety of tactics to outwit opponents with success
Level 8	<ul style="list-style-type: none"> -Know positional specific tactics (formations) -Provide detailed feedback on peer's performance -Create your own tactics to succeed in a game 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> -Can play full games, showing dominance, a range of shots and relevant COF -Use more advanced attack/defence strategies
Level 9	<ul style="list-style-type: none"> -Know how to manipulate movement of players on the opposing team -Understanding regulations around safe play -Be able to apply complex strategy to game play 	<ul style="list-style-type: none"> -Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team 	<ul style="list-style-type: none"> -Can alter your game play to manipulate the play of opponents to succeed in a game -Perform all skills consistently and accurately



Volleyball	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	-Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (boundaries, number of touches)	-Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment	-Can start a game using a serve, but does not always get to the desired location -Can perform a short rally of 2 -3 with a partner
Level 2	-Can warm up with a partner -Know basic rules (service area/ how to start the game with a serve)	-Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee	-Can serve to start game with some accuracy -Can perform a rally of 5 -10 with a partner
Level 3	-Know all basic rules (above) and how to score a point -Give a basic description of main shots (dig/set/volley/spike) -Know what to do when a rule is broken	-Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes	-Can perform basic shots in isolation -Can show some movement with shots in small practices
Level 4	-Basic understanding of the game, including when to use each shot -Understand more complex rules (touching the net, playing of the net) -Know how to move around the court effectively -Give a description of a variety of shots with some detail	-Take part in activities (not necessarily volleyball related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others	-Can perform basic skills above in small practices with accuracy -Can use very basic principles of attacking/defensive shots
Level 5	-Know when to use the above shots effectively and explain why -Know basic tactics to outwit opponents -Know some consequences of rule breaks such as touching the net -Give a detailed description of a variety of shots	-Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE	-Can use all the skills above in game situations, with some accuracy -Can use simple attacking/defensive play in a game
Level 6	-Know a variety of tactics to outwit opponents -Can identify some the sport specific COF needed -Can identify areas for improvement in peers' performance	-Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE	-Can use a variety of shots with accuracy in game situations -Use some sport specific COF -Can use basic tactics to outwit opponents
Level 7	-Know more advanced tactics to outwit opponents, including attacking and defensive/recovery shots -Can identify the specific COF needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback	-Can motivate and lead large groups -Shows strong resilience and does not give up easily	- Can use sport specific COF required, dependent on the given situation -Use a variety of tactics to outwit opponents with success
Level 8	-Know positional specific tactics (formations) -Provide detailed feedback on peer's performance -Create your own tactics to succeed in a game	-Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress	-Can play full games, showing dominance, a range of shots and relevant COF -Use more advanced attack/defence strategies
Level 9	-Know how to manipulate movement of players on the opposing team -Understanding regulations around safe play -Be able to apply complex strategy to game play	-Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team	-Can alter your game play to manipulate the play of opponents to succeed in a game -Perform all skills consistently and accurately



Fitness	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> -Able to identify some muscles in a warmup -Understand the definition of fitness -Know two different COF 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> -Be able to take part in a warmup -Be able to show the use of two COF -Complete a 2minute run
Level 2	<ul style="list-style-type: none"> -Can warm up with a partner -Know 4 different COF -Name two components of fitness and the sport they are related to 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> -Warm up effectively with a partner, showing an increased breathing rate -Be able to show the use of four COF -Show the use of two COF in a sport specific drill -Complete a 4minute run
Level 3	<ul style="list-style-type: none"> -Can warm up independently -Know all the COF -Name two exercises that would use two different COF 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> -Be able to show the use of all COF -Perform a variety of different exercises related to various COF -Complete a 6minute run
Level 4	<ul style="list-style-type: none"> -Can plan a warmup for a small group -List a sport related to each COF -Explain a drill that would develop one COF -Know two different methods of training 	<ul style="list-style-type: none"> -Take part in activities (not necessarily fitness related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> -Can lead a warmup for a small group -Show a COF in two contrasting drills/practices -Conduct two methods of training -Complete an 8minute run
Level 5	<ul style="list-style-type: none"> -Can plan a large group warmup -List a sport related to each COF and explain why they would be useful -Explain two drills/practices that would develop two COF -Know four different methods of training 	<ul style="list-style-type: none"> -Take part in extra-curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> -Can lead a large group warmup -Show a COF in three contrasting drills/practices -Conduct two MOT -Complete a 10minute run
Level 6	<ul style="list-style-type: none"> -Can plan a COF specific warm up -Can describe two different fitness tests related to two COF -Explain four drills/practices that would develop four COF -Know all methods of training (MOT) 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> -Lead a COF specific warm up -Conduct two COF specific tests with some success -Conduct a variety of MOT to develop fitness -Complete a 12minute run
Level 7	<ul style="list-style-type: none"> -Can plan a COF specific drill/practice -Can describe four different fitness tests related to four COF -Explain a drills/practice that would develop each COF -Know one principle of training 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> -Lead a COF specific drill/practice -Conduct two COF specific tests successfully -Apply 1 principle of training to a fitness session -Complete a 14minute run
Level 8	<ul style="list-style-type: none"> -Can plan a COF specific session -Can describe different fitness test related to each COF -Know one principle of training 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> -Lead a COF specific session -Apply 2 principles of training to a fitness session -Complete a 16minute run
Level 9	<ul style="list-style-type: none"> -Can apply both principles of training to session plans -Accurately apply methods of training to develop specific COF 	<ul style="list-style-type: none"> -Never gives up, guiding and leading teams to success -Creates innovative strategies to progress 	<ul style="list-style-type: none"> -Compete all fitness tests, exceeding averages on norms tables -Complete an 18minute run





Athletics	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> -Can think of 12 exercises for a warmup -Can list some rules of athletics events -Can describe basic technique of some events 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> -Can take part in an athletics based group warmup -Can adhere to the rules of each event when told -Can perform some basic movements for most events
Level 2	<ul style="list-style-type: none"> -Can warm up with a partner -Can list the main rules and safety points of athletics events -Can describe basic technique for most athletics events -Know how scores are recorded in some events 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> -Can conduct an athletics warmup with a partner -Can adhere to rules/regulations/safety points -Can perform basic technique for all events -Can record scores effectively for some events
Level 3	<ul style="list-style-type: none"> -Know what events Athletics is made up of and how to perform most events -Describe the technique of each event with some detail -Locate key muscles used in at least two events -Know how scores are recorded in all events 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> -Can perform most events with some success -Can use TP to improve performance -Can record own scores effectively in all events
Level 4	<ul style="list-style-type: none"> -Know what events Athletics is made up of and how to perform all events -Describe the technique of each event with detail -Locate key muscles used in at least three events -Know the key fitness components required in at least three events 	<ul style="list-style-type: none"> -Take part in activities (not necessarily athletics related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> -Can perform most events successfully, achieving desired outcomes -Can use event specific COF to improve performance
Level 5	<ul style="list-style-type: none"> -Locate key muscles used in all events -Know the key fitness components required in each event -Can identify more complex regulations for some athletics events 	<ul style="list-style-type: none"> -Take part in extracurricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> -Can perform all events successfully, achieving desired outcomes -Can use a variety of COF to improve performance -Can apply complex regulations to specific events
Level 6	<ul style="list-style-type: none"> -Can identify more complex regulations for a variety of athletics events -Know the key COF required in each event and explain why some of these would be important -Can plan small practices to progress a specific event 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> -Can perform a range of events with success, achieving above average in norms tables -Can deliver event specific practices to progress performance
Level 7	<ul style="list-style-type: none"> -Know the key COF required in each event and explain why each of these would be important -Can plan group practices to progress event and COF specific performance -Know some MOT that would support the development of performance 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> -Can perform a range of events with success, achieving 'very good' in norms tables -Can deliver event and COF specific drills to improve performance
Level 8	<ul style="list-style-type: none"> -Know a variety of MOT that would support the development of performance -Can explain some biomechanical principles of throwing/running/jumping, linking this to performance 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> -Can perform a range of events with success, achieving 'excellent' in norms tables -Can apply some biomechanical principles to enhance performance
Level 9	<ul style="list-style-type: none"> -Can explain all biomechanical principles of throwing/running/jumping -Can plan event specific practices, providing justification for each aspect, supported by scientific knowledge 	<ul style="list-style-type: none"> -Never gives up, guiding and leading teams to success -Creates innovative strategies to progress 	<ul style="list-style-type: none"> -Can perform most events with success, achieving 'excellent' in norms tables -Can apply a variety of biomechanical principles to progress performance



Rounders	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> -Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (boundaries/how to start the game/where to run) -Know some TPS of catching and throwing 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> -Can catch and throw over a short distance successfully in isolation -Can attempt under and overarm throws
Level 2	<ul style="list-style-type: none"> -Can warm up with a partner -Know basic rules (outs/bowling/players/bases) -Know basic TPS of catching and throwing 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> -Can catch and throw over a short distance successfully in a small practice -Can use under and overarm throws with some success
Level 3	<ul style="list-style-type: none"> -Know all basic rules (above) and how to score a point -Give a basic description of main skills (batting/fielding (catching and throwing)/bowling) -Know what to do when a rule is broken 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> -Can perform all basic skills in isolation -Can show some dynamic movement when performing key skills in small practices
Level 4	<ul style="list-style-type: none"> -Basic understanding of the game, including when best to run -Understand more complex rules (simultaneous stumping/out -running) -Know how to move around the field and pitch effectively -Give a description of a variety of skills with some detail 	<ul style="list-style-type: none"> -Take part in activities (not necessarily volleyball related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> -Can perform all basic skills in small practices with accuracy -Can use very basic principles of batting and fielding
Level 5	<ul style="list-style-type: none"> -Know when to use the above skills effectively and explain why -Know basic tactics to outwit opponents -Know some consequences of rule breaks such as obstruction -Give a detailed description of each key skill (batting/fielding/bowling) 	<ul style="list-style-type: none"> -Take part in extra-curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> -Can use all the key skills above in game situations, with some accuracy -Use simple batting and fielding play in a game
Level 6	<ul style="list-style-type: none"> -Know a variety of tactics to outwit opponents -Can identify some the sport specific COF needed -Can identify areas for improvement in peers' performance 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> -Can use a variety of key skills with accuracy in game situations -Use some sport specific COF -Can use basic tactics to outwit opponents
Level 7	<ul style="list-style-type: none"> -Know more advanced tactics to outwit opponents, including attacking and defensive/recovery shots -Can identify the specific COF needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> -Can use sport specific COF required, dependent on the given situation -Use a variety of tactics to outwit opponents with success
Level 8	<ul style="list-style-type: none"> -Know positional specific tactics (positioning of fielders or batting aim) -Provide detailed feedback on peer's performance -Create your own tactics to succeed in a game 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> -Can play full games, showing dominance, a range of shots and relevant COF -Use more advanced attack/defence strategies
Level 9	<ul style="list-style-type: none"> -Know how to manipulate movement of players on the opposing team -Understanding regulations around safe play -Be able to apply complex strategy to game play 	<ul style="list-style-type: none"> -Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team 	<ul style="list-style-type: none"> -Can alter your game play to manipulate the play of opponents to succeed in a game -Perform all skills consistently and accurately



Cricket	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> - Identify some muscles in a warm up - Know the difference between a batter and a fielder - Know the purpose of the position of fielders. 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> -Can catch and throw over a short distance successfully in isolation -Can attempt under and overarm throws
Level 2	<ul style="list-style-type: none"> - Know acricket related warm up - Know the basic Tp's of catching and throwing - Know one way of scoring a run 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> -Can catch and throw over a short distance successfully in a small practice -Can use under and overarm throws with some success
Level 3	<ul style="list-style-type: none"> - Know the correct grip on how to hold a bat - Know the different ways to score a run -Know the different ways to get someone out - TPs to catching and throwing in different fielding scenarios 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> -Can perform all basic skills in isolation -Can show some dynamic movement when performing key skills in small practices - Can catch in varied heights
Level 4	<ul style="list-style-type: none"> - Know the scoring system - Explain how someone is out or how to get them out - Explain different fielding positions - The Tp's of basic batting and bowling technique 	<ul style="list-style-type: none"> -Take part in activities (not necessarily cricket related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> -Can perform all basic skills in small practices with accuracy -Can use very basic principles of batting and fielding
Level 5	<ul style="list-style-type: none"> - Explain how different roles on the pitch vary. - The Tp's of the varied batting shot: straight drive - The Tp's of the varied bowling shot: spin 	<ul style="list-style-type: none"> -Take part in extracurricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> -Can use all the key skills above in game situations, with some accuracy -Use simple batting and fielding play in a game consistently
Level 6	<ul style="list-style-type: none"> - Adapt play according to opponent/situation. - Know the varied batting shots and when to use them - Know the varied bowling shots and when to use them - Explain the fielding tactics in certain scenarios 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> -Can use a variety of key skills with accuracy in game situations i.e bowling with accuracy -Use different batting, bowling techniques in a match scenario -Can use basic tactics to outwit opponents
Level 7	<ul style="list-style-type: none"> -Know more advanced tactics to outwit opponents, including attacking and defensive/recovery shots -Can identify the specific batting or bowling shot needed in a certain scenario -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> - Can use sport specific COF required, dependent on the given situation -Use a variety of tactics to outwit opponents with success.
Level 8	<ul style="list-style-type: none"> -Know positional specific tactics (positioning of fielders or batting aim) -Provide detailed feedback on peer's performance -Create your own tactics to succeed in a game 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> -Can play full games, showing dominance, a range of shots and relevant COF -Use more advanced attack/defence strategies - Change tactics in different match scenarios



OAA	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> - List the skills it takes to be a successful team. - Describe the best way to achieve a common goal. - Describe what makes a good leader and list the qualities. 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> - How to act as a successful team - What an orienteer map looks like - Point out Basic features of a map
Level 2	<ul style="list-style-type: none"> - Know basic map skills such as orientation, recognising keymap features, plotting a route, grid references. - Know basic roles within orienteering - Know how to form a plan to overcome an obstacle. 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> - Demonstrate basic map skills such as orientation, recognising keymap features, plotting a route, grid references. - Demonstrate how to navigate using a map - Demonstrate the ability to spot checkpoints and how to best record it.
Level 3	<ul style="list-style-type: none"> - Explain why certain qualities are important as a leader. - Discuss the best strategies to use to overcome problems and achieve common goal. - List methods that can be used to overcome problems eg. mental picture, visual explanation, trial and error, note taking. 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> - Choose appropriate roles within a group. - Demonstrate directional awareness using the map - Demonstrate certain commands to direct your team
Level 4	<ul style="list-style-type: none"> - Discuss methods and formulate plans to approach and problem solve a range of approaches. - know how to note take for certain checkpoints as quickly as possible 	<ul style="list-style-type: none"> -Take part in activities (not necessarily OAA related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> - Demonstrate a logical way of thinking in a series of tasks - Demonstrate the ability to overcome problems in certain scenarios
Level 5	<ul style="list-style-type: none"> - Navigate a range of routes on a map. -Explain how 4 figure grid references can be used to identify location. -When a mistake is made know how to deal with the problem and how to solve it 	<ul style="list-style-type: none"> -Take part in extracurricular activities outside of enrichment (games, clubs outside of school) Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> - Demonstrate leadership skills and qualities. - Having the ability to use different methods in different orienteering scenarios
Level 6	<ul style="list-style-type: none"> - Choose the most appropriate route to complete a course as quickly as possible. - Know the best techniques to overcome problems - know different direction methods to orienteer as quickly as possible 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> - Demonstrate a variety of teamwork skills and confidently work in different teams. - Confidently lead a team with several techniques. - Demonstrate different teamwork strategies to overcome situations.
Level 7	<ul style="list-style-type: none"> - Evaluate individual/pair/team performances in a variety of tasks. - Justify methods used to solve a problem. - Justify methods on different roles within your team. 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> - Demonstrate the ability to act on feedback and improve. - Demonstrate confident map skills using a variety of techniques
Level 8	<ul style="list-style-type: none"> - know how to act on feedback and improve. - know all orienteer techniques and how to best use them in certain scenarios 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> - Transfer skills between different team building/problem solving activities. - Assess the effectiveness of the team to overcome



Tennis /Short tennis	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	-Able to identify some muscles in a warmup -Understand the basic scoring system -Very basic rules (boundaries) -Know the importance of the ready position and how to grip the racket	-Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment	-Can start a game using a basic serve, but does not always get to the desired location -Can perform a short rally of 23 with a partner -Can demonstrate the ready position
Level 2	-Can warm up with a partner -Know basic rules (service box/ how to start the game with a serve) -Know how to win a point -Know where to position yourself on court	-Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee	-Can perform a basic serve to start game with some accuracy -Can perform a rally of 5-10 with a partner -Can demonstrate some movement to meet a ball in practice
Level 3	-Know all basic rules (above) and how to score a point -Give a basic description of main shots (forehand/backhand, serve) -Know what to do when a rule is broken/ how you win/lose a point -Know the importance of placement	-Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes	-Can perform basic shots in isolation -Can show some movement with shots in small practices -Can return to the ready position in between shots
Level 4	-Basic understanding of the game, including when to use each shot -Know how to move around the court effectively -Give a description of a variety of shots with some detail -Know the importance of ready position & court movement	-Take part in activities (not necessarily badminton related) to develop skills, fitness and wellbeing -Be a positive influence by encouraging others	-Can perform basic skills above in small practices with accuracy -Can use very basic principles of attacking/defensive shots
Level 5	-Know when to use the above shots effectively and explain why -Know basic tactics to outwit opponents -Know some consequences of rule breaks such as touching the net -Give a detailed description of a variety of shots	-Take part in extra-curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE	-Can use all the skills above in game situations, with some accuracy -Can use simple attacking/defensive play in a game -Can attempt to use ball placement within a game
Level 6	-Know a variety of tactics to outwit opponents -Can identify some of the sport specific COF needed -Can identify areas for improvement in peers' performance -Can analyse shot execution and a peer's performance	-Consistently show outstanding effort and enthusiasm in PE -Helps others develop -Is a role model to others, showing exemplary behaviour and attitude in PE	-Can use a variety of shots with accuracy in game situations -Use some sport specific COF -Can use basic tactics to outwit opponents -Can attempt to use power in a shot
Level 7	-Know how to use more advanced tactics to outwit opponents, including attacking and defensive/recovery shots -Can identify the specific COF needed and explain why -Can identify strengths and areas for improvement in peer's performance based on technical knowledge, providing feedback	-Can motivate and lead large groups -Shows strong resilience and does not give up easily	-Can use sport specific COF required, dependent on the given situation -Use a variety of tactics to outwit opponents with success -Can perform shots with some power/accuracy
Level 8	-Know positional specific tactics (formations) -Provide detailed feedback on peer's performance -Create your own tactics to succeed in a game	-Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress	-Can play full games, showing dominance, a range of shots and relevant COF -Use more advanced attack/defence strategies -Consistent with power and placement
Level 9	-Know how to manipulate movement of players on the opposing team -Understanding regulations around safe play -Be able to apply complex strategy to game play	-Never gives up, guiding and leading teams to success -Creates innovative strategies to progress individually and as a team	-Can alter your game play to manipulate the play of opponents to succeed in a game -Perform all skills consistently and accurately



Gym-nastics	Head- Thinking	Heart-Feeling attitude/approach	Hand-Doing
Level 1	<ul style="list-style-type: none"> - Able to identify muscles in a warmup. - Able to name basic gymnastics movements/fundamentals. - Able to explain safety points in gymnastics. 	<ul style="list-style-type: none"> -Understand the importance of PE (Health and Social) -Understand the importance of high expectations in PE -Shows respect for equipment 	<ul style="list-style-type: none"> - Demonstrate some basic roll, flight, balance and travelling movements in isolation. - Perform the correct foot pattern/ landing position and 3+ basic flight movements.
Level 2	<ul style="list-style-type: none"> - Able to effectively warm -up with a partner. - Understand the key words 'TENSION' and 'control' and their importance. - Be able to explain in detail, safety points and support a class member in them. 	<ul style="list-style-type: none"> -Listens carefully to teacher instructions and comply first time -Respond and listen to umpire/referee 	<ul style="list-style-type: none"> - Link some basic roll, flight, balance and travelling movements together. - Demonstrate 5+ basic flight movements from the floor.
Level 3	<ul style="list-style-type: none"> - Construct a basic 3+ movement sequence. - Lead a warm -up for someone else. - Explain the importance of balance & it's definition. - Understand the term 'fluency' and it's importance. - Give a peer basic feedback. 	<ul style="list-style-type: none"> -Participate fully in PE lessons, with 100% effort and enthusiasm -Listen carefully to feedback and make relevant changes 	<ul style="list-style-type: none"> - Demonstrate some basic roll, flight, balance and travelling movements at different levels and using apparatus. - Fluently like 3+ movements together. - Perform a basic vault on a trampette/SB with correct landing
Level 4	<ul style="list-style-type: none"> - Lead a warm -up for a small group. - Construct/design a short sequence and incorporate creative linking movements. - Be able to work effectively with a partner. 	<ul style="list-style-type: none"> -Take part in activities to develop skills, fitness and wellbeing -Be a positive influence by encouraging others 	<ul style="list-style-type: none"> - Attempt some more advanced roll, balance, flight and travelling movements. - Fluently link movements to perform a short sequence on the floor. - Perform a vault over equipment with correct landing.
Level 5	<ul style="list-style-type: none"> - Understand how levels/dynamics and relationships can be used to make a sequence more interesting. - Construct/design a creative sequence. - Be able to work effectively in a small group/discussions. 	<ul style="list-style-type: none"> -Take part in extra -curricular activities outside of enrichment (games, clubs outside of school) -Show a strong understanding of the importance of PE 	<ul style="list-style-type: none"> - Perform movements on apparatus and link to form a short apparatus routine. - Perform a flight movement/vault with good control at all stages.
Level 6	<ul style="list-style-type: none"> - Identify which muscles are used in certain movements. - Understand ways movements can be made more challenging – entry/exit/levels etc. - Design creative movements. - Analyse and improvement movements in gymnastics. 	<ul style="list-style-type: none"> -Consistently show outstanding effort and enthusiasm in PE -Helps other develop -Is a role model to others, showing exemplary behaviour and attitude in PE 	<ul style="list-style-type: none"> - Perform movements/sequences with a good level of control and tension. - Perform more challenging flight movements/vaults. - Link flight movements to other movements or different entry/exits.
Level 7	<ul style="list-style-type: none"> - Understand the principles behind moment/speed/power in relation to gymnastics movements. - Understand how to structure routines. - Be able to work effectively in a team/lead a team to produce group sequences/movements. - Analyse and evaluate sequences. . 	<ul style="list-style-type: none"> -Can motivate and lead large groups -Shows strong resilience and does not give up easily 	<ul style="list-style-type: none"> - Perform advanced movements with precision, control and accuracy. - Performa movements in time with the music. - Performa flight movements with good height, control and accuracy.
Level 8	<ul style="list-style-type: none"> - Lead a group through a development task/sequence. - Understand the importance of a range of COF and how they will benefit a gymnast. - Lead/facilitate a variety of situations to help others improve. - Analyse and improve sequences (self and peer) 	<ul style="list-style-type: none"> -Displays a mental determination to master new skills -Has the confidence to fail in order to learn and progress 	<ul style="list-style-type: none"> - Perform creative sequences with advanced movements, good control, fluency and timing. - Perform several flight movements in one vault, with very good control and precision.
Level 9	<ul style="list-style-type: none"> - Understand how to spot/support another class member in an improvement programme to develop their performance. - Explain how to structure advanced sequence, explain scoring. - Critically analyse, evaluate and improve a range of sequences and movements. 	<ul style="list-style-type: none"> -Never gives up, guiding and leading teams to success -Creates innovative strategies to progress 	<ul style="list-style-type: none"> - Performa an outstanding sequence with advanced movements, a range of levels, impeccable timing and fluency. - Fluently link advanced flight movements and perform with flare and creativity.