

Outcomes / success criteria	Build on and embed fundamental movement skills while beginning to tackle more demanding activities	Develop techniques and apply them across different sports and physical activities	Use a range of tactics and strategies to overcome opponents in direct competition	Increase involvement and confidence in exercise, sports and activities out of school and in later life	Understand long term health benefits and apply them in a range of activities that develop personal fitness	Analyse and improve performances
Beginning	Attempts a range of fundamental skills e.g. running, jumping, throwing, catching etc. These are becoming consistent in isolation but break down under pressure.	Can link basic movement skills to make movements, actions and sequences. Develop flexibility, strength, control and balance e.g. through athletics and gymnastics.	React to situations with basic thought/responses. Understand simple strategies but cannot carry out effectively.	Inconsistent attendance at extra-curricular activity	Knows being active is important to health – possibly name some benefits	Suggest areas of strength of others performances.
Developing	Can consistently and accurately perform a range of skills and execute these on the move with success.	Become more competent with techniques applying them across activities – e.g. pass in netball, handball, basketball.	Can apply, simple, directed tactics in modified practices with support.	Regular attender of an activity	Enjoys being active, can offer some benefits to exercise.	Identify a performer's strengths and limitations against a give criteria.
Secure	Under pressure can accurately perform a range of fundamental skills with some unforced errors when against an equal opponent. Attempts some advanced skills. They should also be able to perform these in a combination.	Be competent in a range of less complex techniques and applying them correctly in dynamic situations from other sports in a range of sports.	Recognises how to win/perform well. Maybe able to read the opposition and have the knowledge to apply tactics in modified practices	Regular attender of two or more activities/teams.	Responds effectively to increased fitness demands of a range of activities. Enjoys keeping active and fit and can describe benefits of exercise	Can compare their own and others performances using keywords and teaching points to guide feedback/
Confident	Fundamental skills performed with confidence and consistency, minimal unforced errors. Advanced skills are attempted more frequently with some success.	Use key techniques across a range of sports e.g. footwork (one to two feet), grips, spreading hands etc.	Own strengths and weaknesses decide tactics used. Make tactical decision which have an influence on game.	Regular attendee of two or more activities/teams. Attends every session for chosen team.	Consistent sustained effort towards activity in lessons. Knows how to increase the intensity of exercise and can explain the benefits.	Able to describe the perfect model and compare performances to this. Feedback will help performers make adjustments.
Exceptional	Performs a range of advanced skills against an equal opponent executing these with significant success. Is able to respond to changing situations, selecting and adapting the skills used.	Performs and links complex skills/techniques across a range of activities and situations	Imaginative, decisions focus on opponent's strengths and weakness.	Consistent representation in school teams and assistance with the organisation of the team	Very active in lessons, pushing themselves to a higher exercise intensity. Can explain benefits of exercise and begin to match these to types.	Feedback will significantly improve the performance of others, moving them closer to the perfect model.
Beyond	Advanced skills are autonomous even under pressure against an equal opponent. Transference of these skills is fluid and in many cases replicating the perfect model.	Successfully performs complex techniques with refinement, control, precision and fluency	Advanced tactics and strategies applied and modified to changing situations. Decision positively affect outcomes.	Consistent representation of two or more teams. Leading on the organisation of a team.	Extremely active in lessons aware of fitness levels and can suggest the correct methods for improving weaker areas.	Taking the role of coach, can suggest and potentially implement practices for improvements