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Attainment Target: Physical Education

Level 1

Pupils play and move in a variety of ways, developing their performance of simple skills, first alone and then with a partner. They listen and respond readily to instructions. They recognise and name body parts used in movement and balance, simple games and basic actions. They describe what they are doing or how they feel. They show increasing awareness of the space away from others in which to work safely.

Level 2

Pupils explore different activities with **increasing confidence and control**, practising to **improve techniques or movements**. They **communicate different moods and ideas** in their **dances** and **repeat simple patterns** in traditional dance. They produce a **short series of linked actions**. They show **sufficient control to work safely** with others when using games equipment and gymnastic apparatus and take **some responsibility for taking it out and putting it away**. They talk about what they and others have done and **make simple suggestions about how to improve performance**. They **recognise and describe the changes** that happen to their bodies during exercise.

Level 3

Pupils **respond imaginatively to different stimuli and activities**. They put forward their **own ideas** about what to include in a game, a longer series of actions in gymnastics or a simple dance. They **recognise and follow the rules** of an activity. They improve their performance through practising their skills and describe what they and others have done in order that it might be improved. Their **movements show greater control**, with **improved tension and a clearer shape**. Linked actions flow **more smoothly**. Techniques are increasingly effective, so that skills achieve greater **precision and accuracy**. They provide **simple explanations** for the changes that take place in their bodies during exercise.

Level 4

Pupils practise to establish and consolidate their increasing range of skills with **increased efficiency and sensitivity**. They **find solutions** to the different challenges they encounter in the areas of activity. They **show increasing control, fluency and accuracy** in linking a **longer series** of actions. Performance is **more accurate and consistent across a range** of skills. They begin to adapt their responses to cope with the varying physical demands of the activity. They respond to the challenge of working with others, showing **some awareness of strengths and limitations** that affect performance. They make **simple judgements** about their own and others' performance, and **use this information to improve the efficiency, quality and variety** of their own work. They explain reasons for the short-term effects of exercise on the body and show some **understanding of the importance of exercise** to aspects of a healthy lifestyle.

Level 5

Pupils demonstrate their knowledge, skills and understanding across a range of activities with **greater control and consistency** in application. They **devise strategies and tactics, create more complex sequences or compose movement phrases** with an awareness of the factors that promote quality. They adapt their individual performances to work with and support others. They work reciprocally **to analyse and improve** the effectiveness and quality of their own and others' performances. They **begin to refine and adapt previously learned tactics, techniques and skills and apply them in new situations**. They **perform relevant and safe warm-up and cool-down routines** and begin to take some **responsibility for their planning**. They know how to **monitor** a range of short-term effects on the **cardiovascular system** and show some understanding of the value of exercise to social and psychological well-being.

COMMENTS