

Subject - PE

Attainment Targets

Level Descriptors	Developing	Attained
Level 1 <ul style="list-style-type: none"> • Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. • They describe and comment on their own and others' actions. • They talk about how to exercise safely, and how their bodies feel during an activity. 		
Level 2 <ul style="list-style-type: none"> • Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. • They begin to show some understanding of simple tactics and basic compositional ideas. • They talk about differences between their own and others' performance and suggest improvements. • They understand how to exercise safely, and describe how their bodies feel during different activities. 		
Level 3 <ul style="list-style-type: none"> • Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. • They show that they understand tactics and composition by starting to vary how they respond. • They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. • They give reasons why warming up before an activity is important, and why physical activity is good for their health. 		
Level 4 <ul style="list-style-type: none"> • Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. • They understand tactics and composition. • They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. • They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health. 		

Level 5

- Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
- When performing, they draw on what they know about strategy, tactics and composition.
- They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.
- They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

Level 6

- Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency.
- When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses.
- They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve.
- They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.

Level 7

- Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. They consistently show precision, control, fluency and originality.
- Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their own and others' work. They modify them in response to changing circumstances and other performers.

<ul style="list-style-type: none"> • They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance. • They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme. 		
<p>Level 8</p> <ul style="list-style-type: none"> • Pupils consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality. • Drawing on what they know of the principles of advanced tactics or composition, they apply these principles with proficiency and flair in their own and others' work. They adapt it appropriately in response to changing circumstances and other performers. • They evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved. They create action plans and ways of monitoring improvement. • They use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme. 		
<p>Exceptional Performance</p> <ul style="list-style-type: none"> • Pupils consistently use advanced skills, techniques and ideas with precision and fluency. • Drawing on what they know of the principles of advanced strategies and tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work. • They evaluate their own and others' work, showing that they understand how skills, strategy and tactics or composition, and fitness relate to and affect the quality and originality of performance. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. • They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. 		