

Creative



1.

- I can **observe and copy** others
- I can **explore** different movements or ideas
- I can **describe** different movements

EXPLORE

2.

- I can **develop movements & actions to fit a theme**
- I can **compare** my movements, actions and skills with those of others
- I can **select and link** movements together

COMPARE & DEVELOP

3.

- I can **respond differently** to a variety of tasks or music
- I can **make up my own rules and versions of activities**
- I can **recognise similarities and differences** in movements and expression

RECOGNISE & RESPOND

4.

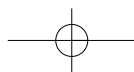
- My performance **reflects the rhythm and mood** of the stimulus
- I can **link actions and develop sequences** of movements that **express** my own ideas
- I can **change tactics, rules or tasks** to make activities more fun or challenging

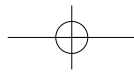
REFINE & CHANGE

5.

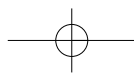
- I can **create sequences with expression** that communicates to the audience
- I can **respond imaginatively** to different situations
- I can **adapt and adjust** my skills, movements or tactics so they are **different** to and **contrast** others

EXPRESS, ADAPT AND ADJUST





Creative



Personal



1.

- I can **follow instructions** and **practise safely**
- I am happy to **have a go**
- I can work on a **simple task by myself**

ON TASK

2.

- I can **try several times** if I don't succeed at first
- I am happy to **show** and **tell** others my ideas and **demonstrate** skills to a group
- I **ask for help** to support my learning

SHARE IDEAS WITH OTHERS

3.

- I can **concentrate** on a task independently and **begin to challenge myself**
- I am **confident** when performing in front of others
- I **know where I am** with my learning

TAKING CONTROL

4.

- I can **cope with failure, persevere** with a task and **improve** my performance through practise
- I can **trust** and **act on** positive or negative **feedback** given to me
- I **recognise my strengths and weaknesses** and can set **appropriate targets**

CONSISTENTLY TRYING TO IMPROVE

5.

- I am **self motivated, committed** to practise and show a clear **desire to improve**
- I see new activities as a **challenge** and not a threat
- I **make changes** once I or others have evaluated my own performance

EMBRACING CHALLENGE



Personal



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CONSISTENTLY TRYING TO IMPROVE

6.

- I can **accept critical feedback** and **act on it**
- I remain **calm and positive** when things become difficult
- I take **responsibility for my own learning**, I can **create my own learning plan** and **revise** that plan appropriately

TAKING RESPONSIBILITY FOR MY LEARNING

5.

- I am **self motivated, committed** to practise and show a clear **desire to improve**
- I see new activities as a **challenge** and not a threat
- I **make changes** once I or others have evaluated my own performance

EMBRACING CHALLENGE

7.

- I have the **determination to develop** and I'm **committed to self-reflection and self-improvement**, regardless of how successful I am
- I acknowledge and consistently **seek opportunities to work on my weaknesses**
- I can maintain my **performance in high pressure situations**

COMMITTED AND DRIVEN

8.

- I am **motivated to improve** and **regularly practise** my skills **outside structured lessons/sessions** and organised clubs
- I demonstrate **resilience** in my learning and regularly **choose to revisit/reinforce** a skill or group of skills
- I am willing to stick to my game plan or take appropriate risks by **adapting my actions quickly in pressure situations**

INDEPENDENT & RESILIENT



Health & fitness



1.

- I can **practise safely**
- I **know what to wear** when I exercise
- I am **aware of changes to the way I feel** when I exercise

SAFE

2.

- I can say how **my body feels** before, during, and after exercise
- I know how to use equipment safely
- I know how to **move** and **land safely**

HOW IT FEELS

3.

- I can describe how **my body** changes before and after exercise
- I **take into account the group's safety** when using equipment
- I can explain why we need to **warm up and cool down**

UNDERSTANDING MY BODY

4.

- I know **how often** and **how long** I should exercise for to be healthy
- I know how to record and **monitor how hard I am working** including **taking my own pulse**
- I can describe **basic fitness components** ie speed, strength, stamina and suppleness

WHAT IS HEALTH & FITNESS?

5.

- I can select **appropriate** warm up and cool down activities
- I can explain why regular safe exercise is good for my long term health & fitness
- I can **explain how individuals need different types and levels of fitness** to be more effective in their activity/role/event

ACTIVITY SPECIFIC FITNESS



Health & Fitness



3.

- I can describe how **my body** changes before and after exercise
- I take into account the **group's safety** when using equipment
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UNDERSTANDING MY BODY

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- I know how to record and **monitor how hard I am working including taking my own pulse**
- I can **describe basic fitness components** ie speed, strength, stamina and suppleness

WHAT IS HEALTH & FITNESS?

6.

- I can plan an **appropriate** warm up for others
- I am aware of **possible dangers** when planning an activity
- I can follow a general fitness **exercise programme**

TAKING RESPONSIBILITY

5.

- I can select **appropriate** warm up and cool down activities
- I can explain why regular safe exercise is good for my long term health & fitness
- I can **explain how individuals need different types and levels of fitness** to be more effective in their activity/role/event

ACTIVITY SPECIFIC FITNESS

7.

- I can **explain the benefits** of a **balanced** health and fitness **programme**
- I can analyse the **dangers of an activity** and I am able to **prepare safely** for a particular exercise
- I can **adapt** a general fitness exercise programme

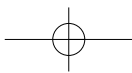
LEADING ON HEALTH & FITNESS

8.

- I can **evaluate, adapt and develop** my own training programme
- I am able to **safely plan and perform** an exercise programme for a specific activity
- I know how to train to improve **specific** types of **fitness**

PERSONALISING HEALTH & FITNESS





Social



1.

- I **make eye contact** when I communicate with others
- I can **work sensibly with others**
- I can **take turns** and **share** with others

UNDERSTANDING OTHERS

2.

- I can **help, praise and encourage others**
- I can **talk and listen** to others about our work
- I can **work well** with a partner or a group and **tell them why they are good**

UNDERSTANDING GROUP WORK

3.

- I show **patience** and **support others**
- I can **work well** and **play fairly** with a partner/small group, **acknowledging winning and losing**
- I **cooperate well** with others and **give helpful feedback**

WORKING WELL IN A GROUP

4.

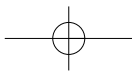
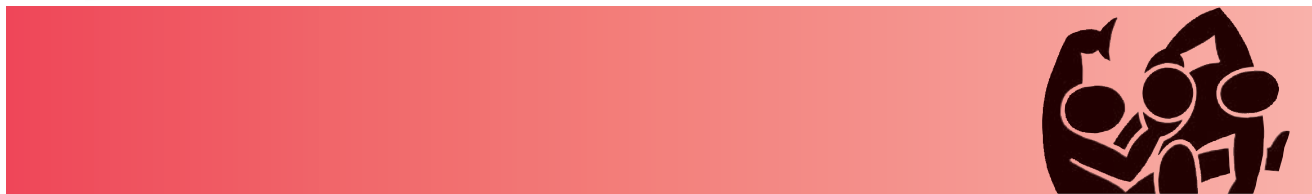
- I can **help** my partner/team/group **make decisions**
- I can **help organise** roles and responsibilities
- I can **guide** a small group through a task

HELPING OTHERS

5.

- I am willing to take on **different roles** to support my team/group
- I can give and receive **sensitive feedback** to improve myself and others
- I can **negotiate and collaborate** with others

IMPROVING OTHERS



Social



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- I show **patience** and **support others**
- I can **work well** and **play fairly** with a partner/small group, **acknowledging winning and losing**
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IMPROVING OTHERS

6.

- I work effectively with others in competition and contribute effectively to team/group decisions
- I can lead small teams/groups and question others appropriately
- I involve others and motivate those around me to perform better

LEADING MY GROUP

7.

- I can accept and take on a role most suited to my group/team and negotiate a change in that role when appropriate
- I actively seek opportunities to lead
- I inspire and enthuse those around me

INSPIRING OTHERS

8.

- I am resourceful in my approach to learning seek advice from a variety of sources to enhance my performance
- I can sensitively negotiate to avoid and resolve conflict
- I have the ability to mentor others, using effective questions to support, include and develop them

MENTORING & EMPOWERING OTHERS



Physical



1.

- I can perform a single skill or movement with **some control**
- I can perform a **small range of skills** and **link two movements** and with some success
- I complete 9 or more Yellow FUNS challenges

SINGLE SKILLS

2.

- I can perform a **range of skills** with **some control and consistency**
- I can perform **sequences** with some changes in level, direction or speed
- I can complete all Yellow and at least 4 Green FUNS challenges

SEQUENCING

3.

- I can perform and **repeat longer sequences** with **clear shapes and controlled movement**
- I can perform a **range of skills** with **good control and consistency**
- Can complete all Green FUNS Challenges

CONTROL

4.

- I can **link actions together** so that they **flow**
- I can perform movements with **good body tension**
- I can complete all green and 9 or more Red FUNS challenges

QUALITY LINKING

5.

- I can perform a range of skills **fluently and accurately** in **practice situations**
- I can use **combinations of skills confidently**
- I can complete all Red and at least 4 Blue FUNS challenges

COMBINE WITH FLUENCY



Physical



3.

- I can perform and **repeat longer sequences** with **clear shapes and controlled movement**
- I can perform a **range of skills** with **good control and consistency**
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QUALITY LINKING

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- I can perform a range of skills **fluently and accurately** in **practice situations**
- I can use **combinations of skills confidently**
- I can complete all Red and at least 4 Blue FUNS challenges

COMBINE WITH FLUENCY

6.

- I can perform a **variety of skills consistently and effectively** in **challenging or competitive situations**
- I can **effectively transfer skills and movements** across a range of activities and sports
- I can complete all the Blue FUNS Challenges

APPLICATION WITH CONSISTENCY

7.

- I can perform skills in **pressure situations**
- I can **efficiently make adjustments to technique** when required
- I can complete all the Pink FUNS Challenges

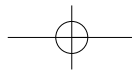
PERFORMING UNDER PRESSURE

8.

- I can perform a **wide range of advanced skills** with **consistency and accuracy**
- I can perform **advanced skills consistently** in **pressure situations**
- I can complete 9 or more Black FUNS Challenges

APPLYING ADVANCED SKILLS EFFECTIVELY





Cognitive



1.

- I can **observe and describe** what I see performed
- I can **name** some **things** I am **good at**
- I can **understand and follow** simple rules

OBSERVE AND DESCRIBE

2.

- With help I can **recognise similarities and differences** in performances
- With help I can **explain why something or someone is good**
- I can begin to **order/sequence** instructions, movements and skills

RECOGNISE AND BEGIN TO ORDER

3.

- I can **understand simple tactics** such as attacking and defending and can **begin to select and apply appropriate skills**
- I can **explain what I am doing and why I am doing it**
- I can **identify areas for improvement**

UNDERSTANDING WHY?

4.

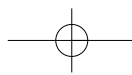
- I can understand ways (criteria) to **judge performance**
- I can **identify specific parts** of performance to work upon
- I can use my **awareness of space and others** to make good **decisions**

KNOWING HOW TO IMPROVE

5.

- I can make my own **criteria to judge performance** using specific vocabulary
- I have a clear idea of **how to develop my own and others work**
- I can **recognise and suggest patterns** of play which will increase chances of success

MAKING GOOD DECISIONS



Cognitive

