

Mid-Year Expectations		End of Year Expectations
<p>Higher Prior Attainer</p>	<p>Development of practical skills in a range of sports</p> <ul style="list-style-type: none"> Students consistently demonstrate a range of core skills in each activity with accuracy. <p>Decision making skills</p> <ul style="list-style-type: none"> Students select and apply a variety of simple tactics in a range of activities successfully. <p>Personal development</p> <ul style="list-style-type: none"> Students start to independently improve performance using teaching points/success criteria. Students can demonstrate improvements in their own performance in more competitive situations / conditions i.e. small sided games. Students can take a warm up or leadership role in activities that they have confidence, team captain / coach / official. <p>Knowledge and understanding of health and physical activity</p> <ul style="list-style-type: none"> Students can explain decisions that have been made by officials during games. Students will communicate with confidence when officiating in a range of roles and will feel confident to help officiate in competitive situations. 	<p>Development of practical skills in a range of sports</p> <ul style="list-style-type: none"> Students begin to perform more advanced skills in a variety of activities with some success. <p>Decision making skills</p> <ul style="list-style-type: none"> Students can show understanding tactics and composition when performing, in response to opponents' performance. Students can adapt their performance around opponents' weakness to gain an advantage. <p>Personal development</p> <ul style="list-style-type: none"> Students have the knowledge and confidence to adapt their performance around opponents' weakness to gain an advantage Students can use success criteria to identify strengths and weaknesses then choose tactics to be successful. <p>Knowledge and understanding of health and physical activity</p> <ul style="list-style-type: none"> Students can explain the benefits of physical activity to include the long term benefits on the body system. Students define the components of fitness used within the activity to improve performance.



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<p>Middle Prior Attainer</p>	<p>Development of practical skills in a range of sports</p> <ul style="list-style-type: none"> Students can demonstrate at least three core skills in each activity with some consistency. They attempt to apply these within pressured situations. <p>Decision making skills</p> <ul style="list-style-type: none"> Students can consistently demonstrate simple decision making skills in activities and games e.g. how much power to put into the pass. Students know how and when to select and apply tactics and attempt to apply basic tactics with some success in at least two activity areas. <p>Personal development</p> <ul style="list-style-type: none"> Students can identify strengths and areas for improvement of their own or others performance. Students then use the teaching points to help suggest ways to improve. <p>Knowledge and understanding of health and physical activity</p> <ul style="list-style-type: none"> Students can identify the short term effects of exercise on the body and fitness levels. Students try and officiate small scale competitive game (e.g. 3v3 game) and whilst officiating they can communicate with some confidence Students can demonstrate the relevant components of fitness used in the different activity areas and try to understand the importance of these 	<p>Development of practical skills in a range of sports</p> <ul style="list-style-type: none"> Students can consistently apply core skills successfully in a in a range of activities within a performance / competitive situation. <p>Decision making skills</p> <ul style="list-style-type: none"> Students consistently attempt to use simple tactics to outwit opponents in competitive situations / conditioned games. <p>Personal development</p> <ul style="list-style-type: none"> Students can evaluate performance in variety of activities and suggest how to make improvements using their knowledge of teaching points accurately. <p>Knowledge and understanding of health and physical activity</p> <ul style="list-style-type: none"> Students can explain decisions that have been made by officials during games. They start to communicate with more confidence when officiating in a range of roles and will feel confident to help officiate in competitive situations. Students have knowledge of and can recognise and describe the short-term effects of exercise on the body.



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<p>Lower Prior Attainer</p>	<p>Development of practical skills in a range of sports</p> <ul style="list-style-type: none"> Students can perform the basic / core skills in at least two sports in isolation e.g. passing in a range of activities, with some control and success. <p>Decision making skills</p> <ul style="list-style-type: none"> Students begin to perform more advanced skills in a variety of activities with some success. <p>Personal development</p> <ul style="list-style-type: none"> Students can correct faults when given feedback from teacher and know teaching points for some skills learned. Students can work cooperatively within small groups. <p>Knowledge and understanding of health and physical activity</p> <ul style="list-style-type: none"> Students can identify the muscles in the arms and legs and demonstrate this through the warm up. Students are gaining confidence at scoring a game using the appropriate scoring system and know how to restart the game. 	<p>Development of practical skills in a range of sports</p> <ul style="list-style-type: none"> Students can perform some of the basic / core skills e.g. passing in a range of activities, in isolation and simple drills. <p>Decision making skills</p> <ul style="list-style-type: none"> Students can select and apply the appropriate skill in given situations with some success. <p>Personal development</p> <ul style="list-style-type: none"> Students can now compare own or others performance to the perfect model with some support. Once students have evaluated their own performance they should demonstrate improvements in their own performance in non-competitive situation. <p>Knowledge and understanding of health and physical activity</p> <ul style="list-style-type: none"> Students can identify all three stages of a warm up, and perform a warm up with support Students can explain some decisions that have been made when officiating in one activity.

