

## Level 1

Skills	Tactics	Observing others	Health and Fitness	Leadership
Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to <b>link</b> these skills and actions in ways that suit the activities		They <b>describe and comment</b> on their own and others' actions.	<b>They talk about</b> how to exercise safely, and how their bodies feel during an activity.	

## Level 2

Skills	Tactics	Observing others	Health and Fitness	Leadership
Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They <b>vary</b> skills, actions and ideas and <b>link</b> these in ways that suit the activities.	They begin to <b>show some understanding</b> of simple tactics (defending and attacking).	They <b>talk about differences</b> between their own and others' performance and <b>suggest improvements</b> .	<b>They understand</b> how to exercise safely, and describe how their bodies feel during different activities.	

## Level 3

Skills	Tactics	Observing others	Health and Fitness	Leadership
Pupils <b>select and use skills</b> , actions and ideas <b>appropriately</b> , applying them with coordination and control.	They show that they <b>understand individual tactics</b> by starting to vary how they respond (pass and move),	They can <b>understand</b> how their work is similar to and different from others' work, <b>and use this understanding to improve their own performance</b> .	They give reasons <b>why</b> warming up before an activity is important, and <b>why</b> physical activity is good for their health.	<b>They work within their team to plan and lead simple practices and activities for themselves.</b>

#### Level 4

Skills	Tactics	Observing others	Health and Fitness	Leadership
Pupils <b><u>link skills, techniques and ideas</u></b> and apply them accurately and appropriately. When performing, they show <b><u>precision, control and fluency.</u></b>	They show that they <b><u>understand individual and team tactics</u></b> by starting to vary how they respond.	They <b><u>compare and comment</u></b> on skills, techniques and ideas used in their own and others' work, <b><u>and use this understanding to improve their own and team performance.</u></b>	They explain and apply basic safety principles when preparing for exercise. <b><u>They describe how exercises affects their bodies</u></b> and <b><u>why</u></b> regular, safe activity is good for their health and wellbeing.	<b><u>They work with others to plan and lead simple practices and activities for themselves and others.</u></b>

#### Level 5

Skills	Tactics	Observing others	Health and Fitness	Leadership
Pupils <b><u>select and combine</u></b> skills, techniques and ideas and apply them accurately and appropriately in <b><u>different physical activities,</u></b> they consistently show precision, control and fluency.	They show that they can <b><u>draw on what they know</u></b> about strategy and tactics to produce effective outcomes.	They modify and refine skills and techniques to improve their performance <b><u>and adapt their actions in response to changing circumstances (play different depending on who with/against).</u></b> They <b><u>analyze</u></b> and comment on skills, techniques and ideas and how these are applied in their own and others' work.	They <b><u>explain</u></b> how the body reacts during different types of activity, and <b><u>why</u></b> physical activity is an essential component of a healthy lifestyle.	<b><u>They plan, organize and lead practices and activities safely, helping others' to improve their performance.</u></b>

**Level 6**

Skills	Tactics	Observing others	Health and Fitness	Leadership
<p>Pupils <b><u>select and combine</u></b> skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency.</p>	<p>They use conventional as well as imaginative ways to <b><u>solve problems and overcome challenges.</u></b></p>	<p>When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy and tactics in response to changing circumstances, and <b><u>what they know about their own and others' strengths and weaknesses.</u></b></p>	<p>They understand how the <b><u>different components of fitness</u></b> affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and well-being.</p>	<p><b><u>When leading practices and activities, they apply rules, conventions and ideas consistently helping others understand how to improve their own performance.</u></b></p>