

BPT: Active Skills

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

Active Skills

	Thinking Me	Social Me	Physical Me	Healthy Me
Stage 0			<ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. 	

			<ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Can kick a large ball. 	
Stage 1			<ul style="list-style-type: none"> • DANCE: he/she can perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. • DANCE: he/she can copy short motifs (a short phrase, movement or gesture that is repeated.) • DANCE: he/she can link two or more actions together. • DANCE: he/she can perform basic dance actions with greater control over each element. • GYMNASTICS: he/she can perform simple rolls e.g. forward, pencil, teddy-bear. 	

- GYMNASTICS: he/she can copy stretching movements for different parts of the body.
- GYMNASTICS: he/she can balance using his/her hands, feet or seat.
- GYMNASTICS: he/she can create different shapes when balancing e.g. thin, wide, twisted, curled.
- GYMNASTICS: he/she can copy short movements to combine simple balances. e.g. balance - travel - balance
- GYMNASTICS: he/she can travel in different ways e.g. Jumping, skipping, walking, leaping, hopping etc.
- GAMES: he/she can move into a given space within a game.
- GAMES: he/she is beginning to understand where to stand to make a game more difficult for an opponent.
- GAMES: he/she can throw a ball underarm, over arm and use a bounce pass.
- GAMES: he/she can move into a given space to catch a ball.

- GAMES: he/she can pass a ball to a partner using his/her hands and feet.
- GAMES: he/she can hit a ball with a tennis style bat or racquet.
- GAMES: he/she can stop a ball with his/her feet before passing it.
- OUTDOORS: he/she can follow a school map to navigate around a simple course designed by themselves and others.
- OUTDOORS: he/she can read basic symbols on an orienteering map and start to create his/her own appropriate symbols.
- OUTDOORS: he/she can use verbal communication within group activities to help solve problems/complete challenges.
- OUTDOORS: he/she can use non-verbal communication strategies to help solve problems/complete challenges.
- OUTDOORS: he/she can follow the instructions of

others when working within a team.

- OUTDOORS: he/she can evaluate his/her own performance within a group or individual challenge.
- ATHLETICS: he/she can sprint up to 60m.
- ATHLETICS: he/she can run 100m.
- ATHLETICS: he/she can use over arm and underarm throws to throw items in a straight line.
- ATHLETICS: he/she can jump: side to side; both feet together; one foot to the other
- SWIMMING: he/she can swim 10m on his/her front and back without stopping.
- SWIMMING: he/she can use the correct arm and leg movements to swim front crawl and backstroke.
- SWIMMING: he/she can climb out of the pool unaided.
- SWIMMING: he/she can submerge his/her head under water and blow bubbles.

Stage
2

- DANCE: he/she can choreograph motifs using repetition, direction, level, speed & space
- DANCE: he/she can perform given routines from memory, performing all the elements in the correct order.
- DANCE: he/she can choreograph short routines in time with a given piece of music.
- DANCE: he/she can explore different styles of dance and copy steps from them with increasing accuracy.
- DANCE: he/she can perform dance actions with control and expression.
- GYMNASTICS: he/she can perform a range of rolls with a good level of accuracy e.g. forwards, backwards.
- GYMNASTICS: he/she can create his/her own stretching routine to prepare for gymnastics.
- GYMNASTICS: he/she can balance on pads and points.
- GYMNASTICS: he/she can make a range of different shapes when balancing.

- GYMNASTICS: he/she can combine shapes and balances in a performance.
- GYMNASTICS: he/she can use all parts of his/her body when travelling in different ways.
- GAMES: he/she can show control of a range of different throws / passes e.g. Over arm, underarm, chest pass.
- GAMES: he/she can move to catch a ball within a game, maintaining eye contact with the ball.
- GAMES: he/she can pass a ball accurately when moving around during a game.
- GAMES: he/she can hit a ball with a range of different bats/racquets.
- GAMES: he/she can dribble a ball in a straight line. e.g. With his/her feet or a hockey stick.
- GAMES: he/she can find space to move into within a game.
- GAMES: he/she can use a range of techniques to help keep possession of the ball in a team game.

- GAMES: he/she can choose the most appropriate throw to use within a game.
- OUTDOORS: he/she can plan a simple orienteering trial for others to complete. e.g. Using the local area.
- OUTDOORS: he/she can read a wide variety of map symbols and use a compass when following a given route.
- OUTDOORS: he/she can plan ideas of how to solve a problem before attempting it.
- OUTDOORS: he/she can decide if verbal or non-verbal communication is the most effective choice when solving problems.
- OUTDOORS: he/she can take the lead within a group challenge and give clear instructions to others.
- ATHLETICS: he/she can sprint up to 100m.
- ATHLETICS: he/she can run 200m
- ATHLETICS: he/she can use the correct action to throw a javelin without a run up.

			<ul style="list-style-type: none"> • ATHLETICS: he/she can use a push throw to throw a discus and shot put. • ATHLETICS: he/she can jump: one foot to the other (high jump); one foot to two feet (long jump) • SWIMMING: he/she can swim a complete length of the pool, on his/her front and back without stopping. • SWIMMING: he/she can use the correct arm and leg movements to swim breaststroke. • SWIMMING: he/she can tread water for at least 2 minutes. • SWIMMING: he/she can put his/her head in the water when using different strokes. 	
<p>Stage 3</p>			<ul style="list-style-type: none"> • DANCE: he/she can choose his/her own dance steps and movements and then develop them into a routine. • DANCE: he/she can perform longer routines from memory adding expression and extension to his/her movements. 	

- GYMNASTICS: he/she can perform actions in and out of rolls.
- GYMNASTICS: he/she can lead others in a stretching routine to prepare for gymnastics.
- GYMNASTICS: he/she can perform a range of balances with a high level of control and accuracy.
- GYMNASTICS: he/she can hold different positions when balancing and use different shapes to express a given theme/mood.
- GAMES: he/she can call out for a catch in a game showing they know they are in the best place.
- GAMES: he/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy.
- GAMES: he/she can hit a ball into space to help increase his/her score within a game.
- GAMES: he/she can dribble a ball in different directions and avoid obstacles. e.g. With his/her feet or a hockey stick.

- GAMES: he/she can help other members of his/her team to find space within a team game.
- OUTDOORS: he/she can evaluate his/her own and the teams performance within a challenge and make suggestions of how to improve for next time.
- OUTDOORS: he/she can take part in outdoor and adventurous activities which present intellectual and physical challenges
- OUTDOORS: he/she can work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ATHLETICS: he/she can run longer distances knowing when to use a sprint.
- SWIMMING: he/she can swim a distance of 25m without stopping and using a consistent stroke.
- SWIMMING: he/she can swim using a range of strokes accurately, e.g. front crawl, backstroke and breaststroke,

			<ul style="list-style-type: none"> • SWIMMING: he/she can perform different self rescue actions. e.g. Using a buoyancy aid, treading water etc. • SWIMMING: he/she can synchronise his/her breathing with his/her stroke. 	
Stage 4	<ul style="list-style-type: none"> • I can recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. • I can provide a basic evaluation of my own and others' performance, and I can identify major strengths and weaknesses. • I can recall some strategies/tactical approaches and link this knowledge to another sport. 	<ul style="list-style-type: none"> • I can make basic comments and can identify some simple modifications to skills and techniques in order to improve the effectiveness and quality of my own performance • I sometimes show resilience and overall my effort is good. • I have a positive attitude when I play games in my favourite sport. • I can lead other members of the group when instructed to do so 	<ul style="list-style-type: none"> • INVASION GAMES: I can implement various attacking principles to gain an advantage over an opponent. • INVASION GAMES: I can limit the time and space available for an opponent on the ball. (closing down) • STRIKING & FIELDING: I can apply some intermediate skills in non-competitive situations • STRIKING & FIELDING: I can demonstrate body awareness, including basic positioning and footwork, with limited accuracy in non-competitive situations. • PHYSICAL & MENTAL CHALLENGE: I can display development of basic leadership skills. 	<ul style="list-style-type: none"> • I have attended at least one extra curricular PE session this half term. • I can identify some of the long-term effects of exercise and activity on physical, mental and social health. • I can identify a range of activities and exercises suitable for preparing and recovering from specific activities.

		with teacher guidance.	<ul style="list-style-type: none"> • PHYSICAL & MENTAL CHALLENGE: I can take responsibility for ensuring others are safe in an activity • GYM & DANCE: I can include some rotation effectively in a dance routine • GYM & DANCE: I can execute advanced skills with support and include them within a gymnastics sequence • ATHLETICS: I can demonstrate how to run faster, using linear arm action, powerful knee lift, stride length and relaxation of head, shoulders and neck. • ATHLETICS: I can sustain long distance running >10mins • ATHLETICS: I can throw safely for distance, combining basic technique, using effective transfer of weight. • ATHLETICS: I can improve the height of my jump and generate momentum by propelling my arms and hips upwards. 	
Stage 5	<ul style="list-style-type: none"> • I can recall, select and communicate some knowledge and 	<ul style="list-style-type: none"> • I can identify the most significant areas for 	<ul style="list-style-type: none"> • INVASION GAMES: I can pass the ball with high level of accuracy and consistency 	<ul style="list-style-type: none"> • I take part in one extracurricular PE

understanding of major factors that affect performance and participation in physical activity.

- I can analyse by commenting on, my own and others' performances, showing some understanding of the factors that affect the quality of performance, and strengths and weaknesses are referred to.
- I can recall some strategies/tactical approaches and transfer this knowledge across to another sport and attempt to demonstrate.

improvement and plan ways to improve my own and others' performance.

- I sometimes show resilience even when I am unsuccessful.
- I apply myself well in certain sporting areas
- I have a positive attitude during PE lessons in sports that I enjoy.
- I can lead other members of the group when instructed to do so without any teacher guidance.

with a variety of techniques on the move

- INVASION GAMES: I can apply a high level of defensive techniques including tackling, intercepting, marking and closing down space.
- STRIKING & FIELDING: I can apply some intermediate skills in non-competitive and some competitive situations.
- STRIKING & FIELDING: I can demonstrate body awareness and coordination with some accuracy in non-competitive and competitive situations, showing a limited range of strategies.
- PHYSICAL & MENTAL CHALLENGE: I can work with others to allocate a role within a team
- PHYSICAL & MENTAL CHALLENGE: I can lead a small group of 3 safely in a activity
- GYM & DANCE: I can apply motifs to a range of dance genres
- GYM & DANCE: I can run up, take off, demonstrate shape and land with control, height

club at school every week.

- I know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health (mentally, socially and physically).
- I can take some responsibility for the planning and execution of safe exercises. I understand the principles behind planning my own activity and exercise programmes.

			<p>and body tension, including weight-on-hands movements</p> <ul style="list-style-type: none"> • ATHLETICS: I can demonstrate how to change pace within a race with reference to stride frequency and arm motion in running. • ATHLETICS: I can sustain long distance running >15mins. (Healthy Me) • ATHLETICS: I can throw with confidence from standing, adopting correct technique focusing on grip, preparation, execution and follow through. • ATHLETICS: I can improve the height and distance of my jump using a measured approach and attempting correct body techniques. 	
Stage 6	<ul style="list-style-type: none"> • I can recall, select and communicate a sound knowledge and understanding of major factors that affect performance and participation in physical activity. • I can analyse effectively, and comment on, my 	<ul style="list-style-type: none"> • I can identify the most significant areas for improvement and plan effective ways to improve my own and others' performance. • I sometimes show resilience even 	<ul style="list-style-type: none"> • INVASION GAMES: I can demonstrate a variety of scoring techniques with reference to range, power and accuracy. • INVASION GAMES: I can consistently use defensive strategies to prevent scoring opportunities. 	<ul style="list-style-type: none"> • I take part in one extracurricular PE club at school every week. • I can identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. I

own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident.

- I can recall some strategies/tactical approaches and transfer this knowledge across to another sport and demonstrate.

when I am unsuccessful and use this as a learning process to improve my performance

- I apply myself well in PE lessons.
- I have a positive attitude during sports that I enjoy in various roles.
- I can lead other members of the group without being instructed to do so.
- I sometimes demonstrate sportsmanship and the ability to be fair in competition and gracious in defeat.

- STRIKING & FIELDING: I can apply some advanced skills in competitive situations
- STRIKING & FIELDING: I can demonstrate good body awareness and coordination with accuracy in non-competitive situations.
- PHYSICAL & MENTAL CHALLENGE: I can allocate roles within a team & developing my ability to improve individual performance.
- PHYSICAL & MENTAL CHALLENGE: I can lead a small group of 3 safely & successfully in a activity
- GYM & DANCE: I can lead and coach a group in choreographing a dance sequence or gymnastics routine with some confidence
- GYM & DANCE: I can change my movements to adapt to the beat of the music
- ATHLETICS: I can adapt my running technique based on the length of the race, focusing on linear arm action, knee lift, upright relaxed

can identify potential risks involved in different activities and some of the ways to manage these effectively.

- I can take increasing responsibility for the planning and execution of safe exercises. I understand the principles behind planning my own activity and exercise programmes.

			<p>posture and stable head carriage.</p> <ul style="list-style-type: none">• ATHLETICS: I can sustain long distance running >15mins. (Healthy Me)• ATHLETICS: I can attempt to incorporate a pre-movement phase (run up/approach/spin/slide) to improve the distance of my throw.• ATHLETICS: I can jump with consistency and confidence, adopting the correct technique, focusing on the speed of approach, take off, flight and landing.	
Stage 14				