

Learning Nutrients					
	1 Star	2 Star	3 Star	4 Star	5 Star
Ambition	Positive Routines- Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	Positive Learning Environment- Create a safe, stimulating and purposeful learning environment	Engaged Learners- Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	Motivated Learners-A desire to improve and succeed permeates every lesson	Ambitious Learners- No ceiling to learners' ambition and challenge is demanded
Clear Personalised outcome (shared and agreed)	Shared Outcomes- State outcome near start of lesson/session	Defined Outcomes- Communicate outcomes in learners' language, with check for understanding	Tiered Outcomes- Learners choose from tiers or a spectrum of appropriate outcomes	Negotiated Outcomes- Learners/groups negotiate and agree next steps/learning goals with support	Personalised Outcomes- Learners proactively take responsibility for choosing and communicating their individual goals
Success and Failure (appropriate challenge for success)	Early Success- Ensure early success for all learners in each lesson/episode	Stretch & Challenge- Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve	Accepting Failure- Each learner embraces progression through planned sequences of success and failure	Learning Through Failure- With support, learners identify areas of strength and weakness and select appropriate interventions to progress	Embracing Failure- Learners proactively seek challenge and demonstrate a willingness to work on weaknesses
Praise for positive behaviours	Whole Group Praise- Give at least one verbal feedback to group for	Individual Praise/Feedback- Give regular, specific praise	Peer Praise- With support, learners take opportunities to give	Peer Feedback- Learners provide mutual praise and improvement	Unprompted Peer Praise/Feedback- A culture of appropriate,

	positive behaviour and whole group praise for effort or attitude	for positive behaviours before suggesting improvements	praise for identified learning behaviours	feedback through a range of pre-planned opportunities	nonpromoted positive peer feedback for key learning behaviours is established
Celebration and review progress	Whole Group Review- Lead whole group plenary at the end of each episode/lesson	Review through questioning-Question and funnel answers following small group/partner review	Clear Learner Voice- Learners use a broad range of review methods including non-verbal communication and/or voting with feet	Learner Led Review- Peer led plenaries celebrate partner/group members' progress	Habitual Review- A regular and continuous mix of planned and habitual review by learners through teacher, self and peer review is established
Coach and support others	Observe and Encourage- Provide opportunities for learners to observe and encourage others	Demonstrate and Discuss-Enable learners to demonstrate/ show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	Feedback Sensitively- Scaffolding provided enables learners to give sensitive critical feedback to partner or group members	Collaborate and Learn- Learners share and learn from each other through planned, collaborative opportunities	Peer Coach-A culture of reciprocal peer coaching is an integral part of all lessons
Control	Work Safely-Encourage learners to select safe space for work and to gather, select and safely return equipment	Single Choice-Provide at least one learner choice of direction and/or task from pre-planned menu	Supported Choices- Learners make appropriate choices through skilful interventions, carefully worded suggestions and instructions	Negotiated Choices- Learners regularly negotiate with teacher to agree direction and pace	Independent Choices- Learners take active responsibility, create own learning plans and adjust them independently or with support

Personal						
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5/6
Exceeding	I can follow instructions practice safely and work on simple tasks by myself	I try several times if at first, I don't succeed, and I ask for help when appropriate	I know where I am with my learning and I have begun to challenge myself	I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.		I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.
Expected	I enjoy working on simple tasks with help	I can follow instructions practice safely and work on simple tasks by myself	I try several times if at first, I don't succeed, and I ask for help when appropriate	I know where I am with my learning and I have begun to challenge myself		I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice
Working Towards		I enjoy working on simple tasks with help	I can follow instructions practice safely and work on simple tasks by myself	I try several times if at first, I don't succeed, and I ask for help when appropriate		I know where I am with my learning and I have begun to challenge myself.

Social						
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5/6
Exceeding	I can work sensibly with others, take turns and sharing	I can help praise and encourage others in their learning	I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.		I can involve others and motivate those around me to perform better.
Expected	I can play with others and take turns and share with help	I can work sensibly with others, take turns and sharing	I can help praise and encourage others in their learning	I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.		I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.
Working Towards		I can play with others and take turns and share with help	I can work sensibly with others, take turns and sharing	I can help praise and encourage others in their learning		I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

Creative						
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5/6
Exceeding	I can explore and describe different movements.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	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.	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.		I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Expected	I can observe and copy others.	I can explore and describe different movements.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.		I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.
Working Towards		I can observe and copy others.	I can explore and describe different movements.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to		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.

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Physical					
	Foundation	Year 1	Year 2	Year 3/4	Year 5/6
Exceeding	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.
Expected	I can move confidently in different ways	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Working Towards		I can move confidently in different ways	I can perform a single skill or movement with	I can perform a range of skills with some control and	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow

			some control. I can perform a small range of skills and link two movements together	consistency. I can perform a sequence of movements with some changes in level, direction or speed.	in running, jumping and throwing activities
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Health and Fitness						
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5/6
Exceeding	I am aware of why exercise is important for good health.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.		I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.
Expected	I am aware of the changes to the way I feel when I exercise.	I am aware of why exercise is important for good health.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.		I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Working Towards		I am aware of the changes to the way I feel when I exercise.	I am aware of why exercise is important for good health.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.
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Cognitive						
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5/6
Exceeding	I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.		I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.
Expected	I can follow simple instructions.	I can understand and follow simple rules. I can name	I can begin to order instructions, movements and	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I		I have a clear idea of how to develop my own and others' work. I can

		some things I am good at.	skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	have begun to identify areas for improvement.	recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.
Working Towards		I can follow simple instructions.	I can understand and follow simple rules. I can name some things I am good at.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well, and I have begun to identify areas for improvement.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.