

KS3 Games and Fitness Progression Grid

PE	Heart	Head	Hands
NC requireme nts ↓	Understand & apply the long-term health benefits of physical activity Develop skills to solve problems and build Trust.	Use a range of tactics & strategies to overcome opponents Analyse & improve performances through applying the principles of effective performance.	Apply techniques across different sports & physical activities Develop expert technique to improve performance
Beginning	Knows being active is important to health – possibly name some benefits if asked. Prefers to work with people they know and relies heavily on support and guidance. Knows few rules. Often forgets kit and goes off task easily. Does not recognise when to ask for help.	React to situations with basic thought /responses. Understands simple strategies such as man on man marking or being on the attack but cannot carry out effectively (possibly due to lack of rules/ tactical awareness/ processing time). Can follow basic principles of performance and make comments based on outcome – good or bad, right or wrong. Needs cues (such as key words) to give feedback.	Can link basic movement skills to make movements, actions and sequences however these are performed hesitantly and lack fluidity, control and efficiency. The movements performed are from a narrow range of simple skills which are used inconsistently.
Developing	Enjoys being active. Prefers being teacher led. Can give benefits to exercise if asked. Is aware of rules & mostly adheres to them. Always bring kit (even when they are unable to take part physically). Needs support from peers/teacher to overcome task/challenge. Is positive when helping others/teacher.	Can apply simple, directed, tactics & strategies in modified practices with support (such as performing a centre pass that has been demonstrated or drawn on a whiteboard and explained). Can often only apply this if practiced in isolation and repeated. Applies basic principles of performance (e.g. Principles of attack/deference to win game/point) and can identify strengths and weaknesses. Starts to include key words in feedback.	Can recognise likenesses in skills (subroutines) & sports that are similar e.g. pass in netball, handball & basketball. Can use to improve performance. Has a broader range of skills (running, jumping, throwing & catching). Can apply to specific sport. Performance can be hesitant.
Secure	Demonstrates a consistently good effort in lessons. Responds to increased fitness demands. Enjoys keeping active & fit (possibly takes part in some extra/ co-curricular) Can outline multiple benefits of exercise. Is fair in competition and can apply a number of key rules. Actively participates. Perseveres with challenges/tasks but seeks/accepts advice given by teacher or peers. Can collaborate with members of a team but does not lead.	Can apply attack & defence tactics/ strategies appropriate to the skill in modified practices/ games. Will sometimes need a prompt or recap from peers or teacher when using multiple tactics or applying to different game situations. Recognises how to win/perform well. Uses a selection of skills and tactics from small range and can compare performance using key words & teaching points.	Can use, link & modify less complex skills applying a range of subroutines & techniques from other sports across a range of sports. Has a broader range of specific skills that are used more consistently and are clearly linked to a particular activity i.e. shooting in netball v shooting in Basketball. Performance can break down under pressure.
Confident	Consistent sustained effort in lessons. Knows how to increase intensity. Can state benefits of exercise and attribute them to physical or psychological factors. Displays knowledge of multiple rules. Gracious in defeat as well as victory. Potential to lead/captain. Knows when to listen/talk. Stays focused on a task & enjoys learning. Happy to work with any peer.	Own strengths and weaknesses influence tactics & strategies. Actively makes tactical decisions which have more influence in applied situations. Knows how to win and responds with appropriate principles e.g. pacing/sprint finish in athletic and begins to recognise strengths and weaknesses in performer's tactics & strategies. Uses key words & movement language in this feedback.	Can use key techniques across a range of sports e.g. spreading fingers (greater surface area) in rugby, v'ball & handstand. Performs a good range of skills with consistency and control. Performance sometimes breaks down under increased pressure and changing circumstances.
Exceptional	Very active in lessons. Regularly pushes themselves to increase intensity. Can state benefits of exercise with reference to physiology and social factors. Demonstrates how to act/ behave in different sports/situations. Rarely commits fouls. Leads effectively. Enjoys a challenge and tries again in the face of failure. Works well with peers & has a positive effect on others.	Decisions focus on taking advantage of opponent strengths and weaknesses and is supported by consistent performance of skill. Concurrent self-feedback can occur. Imaginative use of principles to solve problems and overcome challenges. Evaluation refers to: cause – effect – consequence. Uses key words & movement language in feedback with confidence.	Performs & links complex skills/ techniques across a range of activities & situations (with a reliance on less complex skills). Performs a wide range of skills, refinement, precision, control & fluency.
Beyond	Is extremely active in lessons. Actively looks to increase intensity. Aware of own fitness levels and can compare themselves to others. Positive role model in lessons. Can enthuse others as a result of their leadership. Has excellent: manners, behaviour, etiquette & sportsmanship. Shows no falter in failure & does not give up challenge. Can resolve peer/group issues & conflicts.	Plays pivotal role in performance. Decisions are autonomous and varied. Feedback is comprehensive. They detail technique advice and use movement language. Positively affect individual/ team performance. Apply advanced tactics & strategies. Modify in changing circumstances. Decisions positively affect performance.	Successfully performs & links complex skills/ techniques across a range of activities & situations with refinement, control precision & fluency. Performs a wide range of skills, with refinement, precision, control & fluency. Makes performance look easy and movements are efficient and effective.