

Dance	Developing skill in dance					Making and applying decisions				Developing physical and mental capacity					Evaluating and improving				Making informed choices about healthy, active lifestyles		
Assessment Focus's	AF1 Refine and adapt skills into techniques	AF2 Develop the range of skills they use	AF3 Develop the precision of their skills.	AF4 Develop the control of their skills.	AF5 Develop the fluency of their skills.	AF6 Select and use compositional ideas effectively in creative contexts	AF7 Refine and adapt ideas and plans in response to changing circumstances	AF8 Plan and implement what needs practising to be more effective in performance	AF9 Recognize hazards and make decisions about how to control any risks to themselves and others.	AF10 Develop their physical strength to cope with the demands of dance	AF11 Develop their physical stamina to cope with the demands of dance	AF12 Develop their physical speed to cope with the demands of different dance	AF13 Develop their physical flexibility to cope with the demands of dance.	AF14 Develop their mental determination to succeed.	AF15 Analyze performances, identifying strengths and weaknesses	AF16 Make decisions about what to do to improve their performance and the performance of others	AF17 Act on these decisions in future performances	AF18 Be clear about what they want to achieve in their own work and what they have actually achieved.	AF19 Identify the types of activities they are best suited to	AF20 Identify the types of role they would like to take on	AF21 Make choices about their involvement in healthy physical activity.
7	Pupils select and combine advanced skills, techniques and ideas,	Adapting skills, technique and ideas accurately and appropriately to meet the demands of increasingly complex situations.	They consistently show precision and originality by adapting skills and techniques to allow correctness.	They consistently show control and originality by using creativity to overcome problems.	They consistently show fluency and originality by adapting performance to allow smoothness.	They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work.	They modify strategies, tactics and compositional ideas in response to changing circumstances and performers.	They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance.	They explain the principles of practice and training, and apply them effectively.	They can explain static, dynamic and explosive strength and how to develop it through regular planned physical activity.	They can explain the difference between cardiovascular fitness and muscular endurance and how we develop it through regular planned physical activity.	They can explain speed is the fastest rate at which a person can complete a task or cover a distance and how to develop this through regular planned activity.	They explain flexibility and the benefits of regular, safe and planned physical activity.	They explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing.	They can explain their analysis of strengths and weaknesses, what needs to be improved and how it is performed.	They plan ways to improve their own and others' performance.	They act on decisions in order to bring about improvements and plan tasks to address this.	They can explain what needs to be improved and how it is performed.	They carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities.	They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities	They have chosen an out of school activity and attended it for a period of time experiencing competition.
6	Pupils select and combine skills, techniques and ideas in more competitive scenarios.	Use skills, technique and ideas in a range of familiar and unfamiliar physical activities and contexts.	Perform in familiar and unfamiliar activities with consistent precision.	Perform in familiar and unfamiliar activities with consistent control.	Perform in familiar and unfamiliar activities with consistent fluency.	They entertain audiences.	They use imaginative ways to solve problems and overcome challenges.	When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances.	They explain how different types of exercise contribute to their fitness and health.	They understand how strength affects performance.	They understand how stamina affects performance.	They understand how speed affects performance.	They understand how flexibility affects performance.	When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently.	When planning use what they know about their own and others' strengths and weaknesses.	They analyse and comment how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance.	They understand how to improve on their weaknesses from peer assessment in aspects of performance.	They can suggest ways to improve to their teacher and peers.	They describe their involvement in regular, safe physical activity	They can describe how to officiate different activities and lead small practices as a coach.	They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing
5	Pupils select and combine skills, techniques and ideas.	Apply skills and technique accurately and appropriately in different physical activities. When performing in different physical activities.	They consistently show precision through care and accuracy of movements.	They consistently show control through command of their coordination and balance.	They consistently show fluency through ease and confidence of movement.	They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes.	They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances.	They analyse and comment on skills, techniques and ideas.	They plan, organise and lead practices and activities safely.	They explain how strength affects the body during different types of activity	They explain how stamina affects the body during different types of activity	They explain how speed affects the body during different types of activity	They explain how suppleness affects the body during different types of activity	Take part in all tasks in lessons and set targets from key criteria to improve.	Understand how skills and techniques are applied in their own and others' work.	They help others' to improve their performance.	They understand their weaknesses but don't always apply it in performances	They understand what they want to achieve to improve performances, but don't always know how to implement it.	Understand why physical activity is an essential component of a healthy lifestyle	They understand the different roles and responsibilities within different activities	They have attended an extra-curricular activity to improve their health.
4	Pupils link skills, techniques and ideas.	Apply skills and techniques accurately and appropriately.	When performing, they show care with their movements.	When performing, they show self control with their movements.	When performing, they show smoothness.	They show that they understand tactics and composition.	They compare and comment on skills, techniques and ideas used in their own and others' work.	They use understanding of skills, techniques and ideas to improve their performance	They explain and apply basic safety principles when preparing for exercise.	They describe how strength affects their bodies, and why regular, safe activity is good for their health and wellbeing.	They describe how stamina affects their bodies, and why regular, safe activity is good for their health and wellbeing.	They describe how speed affects their bodies, and why regular, safe activity is good for their health and wellbeing.	They describe how flexibility affects their bodies, and why regular, safe activity is good for their health and wellbeing.	Take part in tasks in lessons.	Can complete peer assessment identifying strengths and weaknesses.	They work with others to plan and lead simple practices and activities for themselves and others.	They know their weaknesses but unclear how to use advice to improve them.	They know their weaknesses but unclear how to improve them.	Can explain why regular, safe activity is good for their health and wellbeing.	They have experienced different roles within activities	Can explain why regular, safe activity is good for their health and wellbeing.