

HANDBALL

What medal are you?



- Understand the pitch boundaries
- Catch the ball with 2 hands some of the time over short distances
- Throw with 2 hands to a partner with some accuracy

Reaching



- Demonstrate the basic skill of dribbling
- Throw the ball with one hand to another player over short distances with some accuracy
- Perform a drive shot with some accuracy

Achieving



- Dribble the ball following the dribbling rules most of the time
- Catch the ball with 2 hands most of the time
- Use the '3 step rule' with some accuracy

Mastering



- Perform a drive shot with power and accuracy
- Defend around the 'D' with some accuracy
- Dribble with some speed following the '3 step rule'

Reaching



- Dribbling past an opponent using strongest hand
- Catch the ball comfortably on the move
- Perform a range of passes in a game with the ball reaching its target most times

Achieving



- Score from jump shot and drive shot in a game with some accuracy
- Perform passes with pace and power during a game
- Defend the 'D' accurately intercepting the ball some of the time

Mastering



- Show excellent organisation in team defence
- Make very few mistakes throughout
- Dribbling past an opponent using both hands

Reaching



- Complete every attempted pass, using disguise to set up teammates
- Hardly ever miss any type of shot
- Hardly ever make a mistake

Achieving



- Score the majority of drive and Jump shots
- Lead/officiate parts of a session
- Attend Town, District or County training

Mastering



NETBALL

What medal are you?



- Understand the netball court
- Hold the ball using correct W grip behind ball
- Pass the ball to a partner over a short distance

Reaching



- Catch the ball most of the time
- Perform the correct footwork in practice some of the time
- Use an accurate chest pass

Achieving



- Dodge and get free from an opponent some of the time
- Use a range of passes (chest, bounce, overhead)
- Catch the ball most of the time whilst running towards the ball

Mastering



Reaching

- Show correct footwork most of the time
- Pass over a greater distance to a team-mate
- Understand some positions and understand where they are allowed on court



Achieving

- Pass and move into a space most of the time
- Dodge and get free from an opponent most of the time
- Take a shot using the correct technique and score 50% of the time



Mastering

- Can defend using the '1 on 1' and 'hands up' technique most of the time
- Demonstrate good positioning on the court
- Intercepts the ball most of the time



Reaching

- Understand all positions and their role within a game
- Can apply tactics on a centre pass
- Make few passing and footwork errors



Achieving

- Can apply tactics on a backline pass
- Can read the other teams' movements to intercept the ball
- Has a positive influence on the game



Mastering

- Can defend using zonal marking most of the time
- Lead/officiate parts of a session
- Attend Town, District or County training



ROUNDERS

What medal are you?



- Understand the rounders pitch
- Throw the ball to a partner over a short distance
- Understand the basic rules e.g. stumped out, caught out, 2nd base = ½ rounder, 4th base = 1 rounder

Reaching



- Hold the bat using the correct grip
- Understand the importance of each base
- Throw the ball to a partner over 10m away

Achieving



- Show good positioning on a base
- Show good body shape when batting and good reactions when running.
- Pick up a rolling ball 50% of the time.

Mastering



Reaching

- Explain the scoring system
- Throw the ball overarm to a base effectively
- Make connection with the ball when batting 25% of the time



Achieving

- Bowl underarm with good technique an accuracy with only 50% of bowls to be considered 'no ball'
- Show good positioning in the field, getting to the outfield quickly to retrieve a ball.
- Use long barrier to stop a rolling ball when appropriate



Mastering

- Hardly ever drops the ball when on the base to stump batters effectively
- Connect with the ball 50% of the time when batting
- Demonstrate good positioning in the field backing up a base.



Reaching

- Perform a flat bowl with accuracy and pace hardly ever throwing a 'no ball'
- Catch a long hit in the outfield and throw accurately over long distances.
- Bat effectively hardly ever missing the ball



Achieving

- Show excellent fielding skills, blocking difficult balls along the ground and never dropping a catch
- Bat with precision and purpose to exploit gaps in the field
- Dictates tactics throughout a game



Mastering

- Hardly ever makes unforced errors
- Lead/officiate parts of a session
- Attend Town, District or County training



FOOTBALL

What medal are you?



Reaching

- Make contact with the ball
- Get in the way of an attacker ready to tackle
- Dribble in a general direction with the ball



Achieving

- Stop the ball with the strongest foot
- Dribble in a straight line keeping the ball quite close
- Use the inside of your foot to pass the ball with some accuracy



Mastering

- Dribble and turn with my strongest foot
- Control and stop the ball with either foot
- Shoot with some power and accuracy



Reaching

- Dribble with either foot changing direction with some accuracy
- Pass with either foot over short distances showing good accuracy
- Be able to gain possession from a tackle



Achieving

- Control the ball with chest and thigh
- Shoot accurately with stronger foot
- Dribble past people with both feet



Mastering

- Perform a long-distance pass with strongest foot
- Pass with the inside and outside of foot with accuracy
- Show accurate timing when tackling



Reaching

- Dribble past people with ease using both feet
- Pass the ball over a range of distances with accuracy
- Complete some skills accurately consistently



Achieving

- Show skill and balance when dribbling past players
- Control the ball instantly with any part of the body
- Complete most skills accurately consistently



Mastering

- Lead or officiate in part of the lesson
- Attend town, district or county training
- Complete all skills accurately consistently



FITNESS

What medal are you?



Reaching

- Name 1 Component of fitness
- Name 3 pieces of equipment
- Perform exercises using a safe technique



Achieving

- Name 2 Component of fitness
- Use all the machines safely in the fitness suite
- Perform 5 press ups, 10 sit ups and 5 squats



Mastering

- Name 4 Component of fitness
- Explain what calories are and why they are important. Able to explain the importance of a healthy, active lifestyle
- Perform 10 press ups, 15 sit ups and 10 squats



Reaching

- Name all the components of fitness
- Run on the treadmill for 8 minutes without stopping
- Perform 15 press ups, 20 sit ups and 15 squats



Achieving

- Name all the components of fitness and provide sporting examples for half of the components.
- Run on the treadmill for 8 minutes without stopping
- Understand the 4 different heart rates



Mastering

- Name and give a sporting example for all the components of fitness.
- Run the whole cooper test without stopping
- Successfully take the 4 different heart rate scores



Reaching

- Name and give a sporting example for all the components of fitness. Able to give the correct fitness test for 4 of them
- Perform 25 press ups, 30 sit ups and 25 squats
- Complete half of all fitness test correctly using the correct protocol



Achieving

- Name and give a sporting example for all the components of fitness. Able to give the correct fitness test for all.
- Successfully complete all fitness tests using the correct protocol
- Achieve an average or better score on a range of fitness tests



Mastering

- Able to design and carry out their own exercise plan/session
- Lead/officiate parts of a session
- Attend Park run, Gym or exercise out of school



BASKETBALL

What medal are you?



Reaching

- Understand the court boundaries
- Be able to catch the ball with 2 hands most of the time over a short distance
- Bounce the ball with strong hand when stationary and on the move



Achieving

- Bounce the ball with weak hand when stationary
- Understand the basic rules
- Pass the ball to another player over a short distance



Mastering

- Performing a set/jump shot hitting the back board or rim 50% of the time.
- Use a chest pass in practice getting the ball to its target 50% of the time
- Catch the ball on the move without travelling



Reaching

- Uses a bounce pass in practice with some success
- Dribble in a game using strongest hand to get past defenders or move into a space.
- Get into good defensive position to block passes and shots.



Achieving

- Shows good handling skills when dribbling past an opponent on both sides.
- Perform a range of passes in a game with the ball reaching its target most of the time.
- Performs a lay-up with good technique in practice.



Mastering

- Regularly scores from jump/set shots and lay-ups
- Uses the appropriate pass successfully in a game
- Performs 'screening' in a game to good effect.



Reaching

- Demonstrates excellent handling skills and can pass and dribble with both hands comfortably.
- Consistently scores of lay ups in competitive situations
- Demonstrates excellent defensive play by blocking most shots



Achieving

- Uses a range of passes using disguise to set up teammates
- Hardly ever misses any type of shot
- Shows some flair and trickery when dribbling past opponents.



Mastering










- Hardly ever makes a mistake
- Lead/officiate parts of a session
- Attend Town, District or County training





ATHLETICS FIELD GIRLS










What medal are you?

	High Jump (m)	Long Jump (m)	Triple Jump (m)	Shot Putt (m)	Discus (m)	Javelin (m)
 Reaching	0 - 0.79	0 - 1.79	N/A	0 - 2.59	0 - 4.99	0 - 4.99
 Achieving	0.80 - 0.89	1.80 - 2.79	N/A	2.60 - 4.59	5.00 - 8.99	5.00 - 8.99
 Mastering	0.90 - 0.96	2.80 - 3.02	N/A	4.60 - 4.95	9.00 - 10.32	9.00 - 10.64
 Reaching	0.97 - 1.03	3.03 - 3.25	N/A	4.96 - 5.32	10.33 - 11.65	10.65 - 12.32
 Achieving	1.04 - 1.11	3.26 - 3.49	N/A	5.33 - 5.69	11.66 - 12.99	12.33 - 13.99
 Mastering	1.12 - 1.17	3.50 - 3.69	N/A	5.70 - 6.24	13.00 - 14.99	14.00 - 15.49
 Reaching	1.18 - 1.24	3.70 - 3.89	N/A	6.25 - 6.79	15.00 - 16.99	15.50 - 16.99
 Achieving	1.25 - Above	3.90 - Above	N/A	6.80 - Above	17.00 - Above	17.00 - Above
 Mastering	Meet "Gold Achieving" criteria and compete in the event for a club					



ATHLETICS TRACK GIRLS










What medal are you?

	100m (secs)	200m (secs)	400m (min)	800m (min)	1500m (mins)
 Reaching	20.0 - above	50.0 - above	2:35 - above	5:01 - above	10:01 - above
 Achieving	19.9 - 18.1	49.9 - 38.1	2:34 - 2:20	5:00 - 4:11	10:00 - 9:01
 Mastering	18.0 - 17.5	38.0 - 37.0	2:19 - 2:05	4:10 - 3:55	9:00 - 8:30
 Reaching	17.4 - 16.8	36.9 - 36.1	2:04 - 1:50	3:54 - 3:38	8:29 - 7:59
 Achieving	16.7 - 16.1	36.0 - 35.1	1:49 - 1:35	3:37 - 3:21	7:58 - 7:27
 Mastering	16.0 - 15.5	35.0 - 33.1	1:34 - 1:20	3:20 - 3:09	7:26 - 6:49
 Reaching	15.4 - 14.8	33.0 - 31.1	1:19 - 1:06	3:08 - 2:56	6:48 - 6:11
 Achieving	14.7 - below	31.0 - below	1:05 - below	2:55 - below	6:10 - below
 Mastering	Meet "Gold Achieving" criteria and compete in the event for a club				

ATHLETICS FIELD BOYS












What medal are you?

	High Jump (m)	Long Jump (m)	Triple Jump (m)	Shot Putt (m)	Discus (m)	Javelin (m)
 Reaching	0 - 0.79	0 - 1.99	0 - 4.49	0 - 2.90	0 - 7.90	0 - 7.90
 Achieving	0.80 - 0.99	2.00 - 2.99	4.50 - 6.39	2.91 - 4.70	7.91 - 11.90	7.91 - 11.90
 Mastering	1.00 - 1.07	3.00 - 3.25	6.40 - 7.09	4.71 - 5.30	11.91 - 13.50	11.91 - 14.20
 Reaching	1.08 - 1.15	3.26 - 3.52	7.10 - 7.79	5.31 - 6.00	13.51 - 15.20	14.21 - 16.50
 Achieving	1.16 - 1.23	3.53 - 3.79	7.80 - 8.49	6.01 - 6.70	15.21 - 16.90	16.51 - 18.90
 Mastering	1.24 - 1.31	3.80 - 4.09	8.50 - 9.09	6.71 - 7.60	16.91 - 19.40	18.91 - 22.40
 Reaching	1.32 - 1.49	4.10 - 4.39	9.10 - 9.69	7.61 - 8.50	19.41 - 21.90	22.41 - 25.99
 Achieving	1.40 - above	4.40 - above	9.70 - above	8.51 - above	21.91 - above	26.00 - above
 Mastering	Meet "Gold Achieving" criteria and compete in the event for a club					



ATHLETICS TRACK BOYS

What medal are you?

	100m (secs)	200m (secs)	400m (mins)	800m (min)	1500m (mins)
 Reaching	17.6 - above	38.9- above	2:30 above	3:54 - above	8:00 - above
 Achieving	17.5 - 16.8	38.8- 37.1	2:29 - 2:15	3:53 - 3:41	7:59 - 7:11
 Mastering	16.7 - 16.00	37.0 - 35.3	2:14 - 2:00	3:40 - 3:30	7:10 - 6:53
 Reaching	15.99 - 16.0	35.2 - 33.5	1:59 - 1:45	3:29 - 3:18	6:52 - 6:35
 Achieving	15.9 - 15.1	33.4 - 31.7	1:44 - 1:30	3:17 - 3:06	6:34 - 6:16
 Mastering	15.0 - 14.3	31.6 - 29.9	1:29 - 1:15	3:05 - 2:53	6:15 - 5:51
 Reaching	14.2 - 13.5	29.8 - 28.1	1:14 - 1:00	2:52 - 2:39	5:50 - 5:26
 Achieving	13.4 - below	28.0 - below	0:59 - below	2:38 - below	5:25 - below
 Mastering	Meet "Gold Achieving" criteria and compete in the event for a club				

GYMNASTICS

What medal are you?



Reaching

- Have a start and finish position
- Basic Jumps (stretch, tuck, star), travel (animals, basic high levels (spins, large steps) and balance work (basic point and patch)
- Perform an individual sequence that has a start and finish position, jump, travel and a balance (5 skills)



Achieving

- Creative start and finish position
- Jumps (stretch, tuck, star, straddle, pike with some body control) Travel (leaps, Rolls) and balance (point and patch creative)
- Perform a sequence of 6 skills in a routine using cannon or unison to complete pair/ group sequences



Mastering

- Have a creative start and finish position with high and low components
- Jumps: (Full turn, split jump, stag jump), travel (variety of moves including cartwheel) and balance (aesthetically pleasing balances)
- Perform floor routines of 8 skills with the use cannon and unison to complete pair/ group sequences



Reaching

- Use of one Low level apparatus used within a sequences of 8 moves in groups
- Basic travel, jumps, balances, start and finishing positions, use of cannon, unison, mirror and a variety of heights with skills shown
- Some correct use of vault approach (1-2 feet) with basic jumps off



Achieving

- Use of 2 pieces of equipment individually/pairs/groups to create a sequence of 8 skills
- Skills must be creative, varied and must be used with a smooth transition
- Vault approach mastered with variety of jumps off the springboard with control



Mastering

- 3 pieces of equipment including rhythmic materials in a sequence of 10+ moves
- Use of some complexity of travel skills (walkover forward and back, handstand bridge etc) with most skills showing good body tension
- Vault approach mastered with little control off the box top (squat on/straddle on)



Reaching

- Able to lead a specific gymnastics warm up to a small group of students
- Most complex skills (walkover forward and back, handstand bridge) with good body tension
- Vault approach/moderate difficulty (straddle over/squat through/handspring flat back)



Achieving

- Can plan and deliver a warmup, stretching the correct areas of the gymnast's body to the class
- All skills used are complex with high level of difficulty shown, with excellent body tension throughout performance with the use of effective links between each move
- Complex vault (handspring flat back with flight/ to stand)



Mastering

- A variety of complex links between each move
- Lead/officiate parts of a session
- Attend Town, District or County training



OAA

What medal are you?



Reaching

- Demonstrate an attempt to problem solve.
- Describe what is needed for efficient teamwork.
- Understand safe practice in the climbing wall.



Achieving

- Show resilience when attempting to problem solve.
- Work with a partner to be able to solve problems and achieve success.
- Show confidence to get onto the climbing wall.



Mastering

- Generally be able to solve problems through persistence and through trial and error.
- Work in groups to solve problems and achieve success.
- Be able to move along the bouldering wall with breaks.



Reaching

- Be able to identify the four compass points on a map.
- Be able to follow simple routes and instructions to an intended outcome.
- Move along with bouldering wall with few breaks.



Achieving

- Be able to orientate a map using markers and key features.
- Show effective communication with pairs and teams.
- Understand and address any risks and dangers.



Mastering

- Be able to orientate your map to North using markers and key features.
- Show an awareness of distances, timings and pace.
- Complete the bouldering wall without breaks.



Reaching

- Demonstrate various styles of leadership when working in a group.
- Complete a route without any guidance from the teacher.
- Demonstrate effective bouldering skills when restricted.



Achieving

- Be able to plan and prepare and effective route, leading to an intended outcome.
- Show independence and intuition when completing routes in order to overcome any challenges.



Mastering

- Consistently demonstrate effective teamwork, route planning and navigational skills.
- Lead/officiate parts of a session
- Complete the Bronze Duke of Edinburgh





RUGBY

What medal are you?



Reaching

- Understand the pitch boundaries.
- Catch the ball some of the time.
- Throw the ball two handed to a partner over short distances with some accuracy.



Achieving

- Successfully pass the ball with two hands backwards over short distances and catch the ball most times.
- Use evasive skills in a drill to avoid opponents.
- Understand the 3 key coaching points of a tackle and demonstrate these on a tackle bag.



Mastering

- Use evasive skills in a game to avoid opponents.
- Successfully demonstrate a tackle in an isolated drill on a tackle bag.
- Demonstrate some ability to run onto a pass.



Reaching

- Run onto a pass the majority of the time.
- Successfully demonstrate a tackle in a game situation.
- Understand and demonstrate knowledge of the offside rule.



Achieving

- Demonstrate a safe, non-contested three-man scrum.
- Understand and demonstrate attacking and defensive shape.
- Demonstrate a ruck to protect the ball in the breakdown.



Mastering

- Demonstrate an effective, contested five-man scrum.
- Be able to draw defenders in before playing a timed pass.
- Demonstrate a counter-ruck to gain possession.



Reaching

- Demonstrate a ruck to protect the ball in the breakdown.
- Complete an effective maul to gain a better attacking position.
- Pass from both sides with consistency and accuracy.



Achieving

- Demonstrate the physical skills and tactical awareness for lineouts and six-man scrums.
- Demonstrate a tackle and a transition into a ruck.
- Demonstrate awareness of the roles, skills and positioning of individual positions.



Mastering

- Consistently perform all skills successfully and to a high standard
- Lead/officiate parts of a session
- Attend Town, District or County training

DANCE

What medal are you?



Reaching

- Remember the performance and Sometimes perform clear actions.
- Some control and coordination
- Ideas are linked well and used appropriately with some commitment to the performance but it is not maintained throughout.



Achieving

- Mostly perform clear actions using control and commitment. Focus is used at times.
- Mostly controlled with use of balance and coordination.
- Ideas are linked well and used appropriately with some commitment to the performance maintained most of the time



Mastering

- Always perform clear actions with control and commitment with focus
- Always controlled with use of balance and coordination.
- Ideas are linked well and used appropriately with commitment to the performance maintained throughout the performance



Reaching

- Sometimes perform movement accurately, with consistent control and fluency.
- Some dynamic changes with coordination, extension and alignment used effectively.
- Link simple dance actions well to show the theme, some contrasting actions and dynamic variation are used



Achieving

- Mostly perform movement accurately, with consistent control and fluency. Showing commitment to the performance
- Most dynamic changes with coordination, extension and alignment used effectively.
- Mostly link dance actions well to show the theme, with contrasting actions and dynamic variation are used effectively



Mastering

- Always perform movement accurately, with consistent control and fluency. Focus is used affectively with clear commitment to the performance
- Always use of coordination, extension and alignment with clear control used effectively.
- Always link dance actions well to show the theme, with contrasting actions and dynamic variation are used effectively showing originality.



Reaching

- Sometimes perform movement accurately, with consistent control, fluency and focus commitment from beginning to end of the performance.
- Some dynamic changes with coordination, extension, some flexibility, alignment used effectively.
- Some of the dance shows originality and imagination. Compositional devices such as canon, Q & A, mirror, opposite directions have been used.



Achieving

- Perform mostly consistent with use of focus, dynamics, energy and extension. The performance starts to engage the audience.
- Most dynamic changes with coordination, extension and alignment used effectively.
- Most of the dance shows originality and imagination. Compositional devices such as canon, Q & A, mirror, opposite directions have been used combining more complex movement ideas.



Mastering

- Always perform movement accurately, with consistent control and fluency. Focus is used affectively with clear commitment to the performance
- Always perform with coordination, use of extension and alignment with clear control used effectively.
- Always link dance actions well to show the theme, with contrasting actions and dynamic variation are used effectively showing originality. Choreography combine's more complex movement ideas. Effective use of spatial awareness and compositional devices.