

ME in PE	Foundation Band 1-3	Developing Band 4-5	Secure Band 6-7	Excellence Band 8-9
‘Cognitive’ (Thinking ME) The cognitive domain refers to tactics, mental capacity, decision making and evaluation	COMMAND <ul style="list-style-type: none"> Uses simple tactics, strategies and ideas Outlines what is good and bad about performance Organises equipment and communicates instructions to others Takes risks and learns from mistakes Follows simple rules/instructions in physical activity 	RESPOND <ul style="list-style-type: none"> Compares performances suggesting ways to improve Makes informed choices about engaging in physical activity Suggests ways of making an activity harder and more challenging Uses problem solving skills Uses a range of tactics and ideas to overcome opponents 	INFLUENCE <ul style="list-style-type: none"> Analyses performance creating plans to improve Demonstrates good levels of imagination and creativity in performances Reflects and acts on feedback Able to transfer knowledge, adapt and apply this to new/different activities Changes tactics, strategies and skills to suit changing competitive situations 	REACT <ul style="list-style-type: none"> Uses and adapts advanced tactics, rules and ideas in different situations Reflects on choices made outlining what worked well, what could have been better and why Demonstrates effective decision making under pressure in different activities Plans how to make an activity easier or harder to provide challenge Sets clear goals and evaluates progress towards them
‘Physical’ (Physical ME) The physical domain refers to the physical literacy and movements of the body	CONTROL <ul style="list-style-type: none"> Develop fundamental skills such as throwing, catching, running with some accurate and success Performs fundamental skills and movements in isolation and in combination Develop flexibility, strength, technique, control and balance 	PRECISION <ul style="list-style-type: none"> Demonstrates simple skills in more competitive situations with control and accuracy Chooses, links and combines skills with control and coordination Applies simple movement skills across different activities and situations 	FLUENCY <ul style="list-style-type: none"> Perform more complex skills and techniques with control, accuracy and fluency Able to choose, link and combine skills and techniques in different situations Uses flexibility, balance and strength with control across different activities 	APPLICATION <ul style="list-style-type: none"> Chooses skills to suit different situations having a highly influential effect in competitive situations Accesses a range of extra-curricular and/or community opportunities to extend and develop skills and techniques
‘Social’ (Social ME) The social domain refers to communications, teamwork and leadership	ASSIST <ul style="list-style-type: none"> Works cooperatively with others in tasks Communicates what is good about a performance Can warm up with others in a small group Sets out and uses equipment safely Can follow simple rules in an activity 	LEAD <ul style="list-style-type: none"> Works collaboratively with others as part of a team Confidently leads a small group warm up activity Assists with officiating or leading in lessons Listens to and responds to feedback from others Joins in with all activities even when they find them difficult 	ORGANISE <ul style="list-style-type: none"> Takes the initiative to lead others when officiating or leading activities Provides constructive feedback to others setting goals to improve Uses experiences to support and help others Communicates effectively and confidently when leading others 	MANAGE <ul style="list-style-type: none"> Works independently and with others without the need for support Motivates and encourages good values in others Shows excellent confidence and leadership skills when working with others in school or in the community
‘Affective’ (Personal ME) The affective domain refers to emotions, behaviours, attitudes and motivation	RESILIENT <ul style="list-style-type: none"> Controls behaviour in a physical activity setting Takes a positive approach to their own learning Has confidence to participate in physical activity Listens to and follows instructions from others 	PERSISTENT <ul style="list-style-type: none"> Shows fair play, respect and support for other pupils Willing to ask for help when needed and answers questions in front of peers Demonstrates self-control, responsibility and emotions when winning or losing Chooses to take part in after school activities Understands why it is important to exercise regularly 	DETERMINED <ul style="list-style-type: none"> Supports others in their learning and recognises their needs Identifies barriers to physical activity and promotes healthy, active lifestyle habits Shows commitment to participation in a variety of extra-curricular activities and teams Shows an understanding of how to improve their health and fitness 	ENGAGED <ul style="list-style-type: none"> Shows consistent positive learning behaviours (PLRs) demonstrating a range of key values related to healthy, active lifestyles Supports and encourages others to choose healthy behaviours Demonstrates resilience and physical fitness by remaining active for sustained periods of time Engages in sustained physical activity when outside school
‘Healthy’ (Healthy ME) The healthy domain refers to the healthy choices and behaviours towards physical activity	INTENSITY <ul style="list-style-type: none"> Complete short periods of exercise and can sustain effort in an activity without getting tired Dresses appropriately for activity and environment Describes the effects of exercise warm up on the body Identifies some of the major muscles of the body Performs a warmup independently 	COMMITMENT <ul style="list-style-type: none"> Can remain active for longer periods of time Participates in extra-curricular activities Understands why it is important to exercise regularly Identifies a range of components of fitness needed to be successful 	ENERGY <ul style="list-style-type: none"> Is committed and participates in a wide variety of extra-curricular activities and competitive teams Understands and demonstrates the short- and long-term effects of exercise Shows an understanding of how to improve their health and exercise Explains the importance of a balanced lifestyles and how the combination of exercise and nutrition supports it Promotes healthy active lifestyle habits 	EFFORT <ul style="list-style-type: none"> Makes appropriate decisions and choices in their community clubs in their spare time Demonstrates resilience and physical fitness by maintain active for sustained periods of time promoting health and fitness Understand and show the principles of training to improve fitness Applies understanding of Healthy Active lifestyles by participating in physical activity inside and outside of school Supports others to choose a healthy active lifestyle