

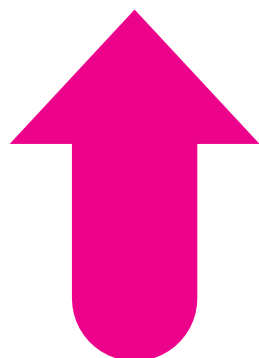
Multi-ability Progression Statements



- Each Multi-ability (cog) has progressive statements.
- Schools can choose from the menu or cut and paste from their own assessment criteria.

- Individual learners will progress at different rates through each Multi-ability (cog).
- Use the chosen statements for your interactive posters.

Original Progression of Skills Multi-ability Statement



Applying Physical Skills

APPLY WITH CONSISTENCY
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.

Personal

TAKE RESPONSIBILITY FOR MY LEARNING
I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.

Social

LEAD OTHERS
I can involve others and motivate those around me to perform better.

Suggested alternative progressions to choose from

I can perform a variety of skills consistently and effectively in challenging or competitive situations.

I can create my own learning plan and revise that plan when necessary.

I can encourage those around me to perform better.

I can perform a variety of skills effectively in challenging situations.

I can create my own learning plan.

I can motivate those around me to perform better.

I can perform a variety of skills consistently in challenging situations.

I can accept critical feedback and make changes.

I can effectively transfer skills and movements across a range of sports.

I can accept critical feedback.

I can effectively transfer skills and movements across a range of activities.

I can effectively transfer movements across a range of activities.

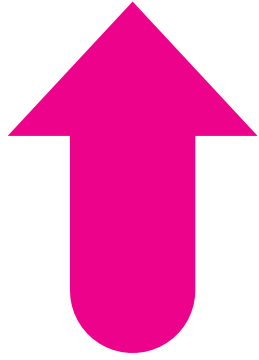


**Original Progression
of Skills Multi-ability
Statement**

COMBINE WITH FLUENCY
I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

EMBRACE CHALLENGE
I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

IMPROVE OTHERS
I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.



Suggested alternative progressions to choose from

I can perform a range of skills accurately in practice situations.

I see new challenges as opportunities to learn and develop.

I can negotiate and collaborate appropriately.

I can perform a range of skills fluently in practice situations.

I can recognise my weaknesses and can set myself appropriate targets.

I can give and receive sensitive feedback to improve myself and others.

I can use combinations of skills confidently in sport specific contexts.

I can recognise my strengths and can set myself appropriate targets.

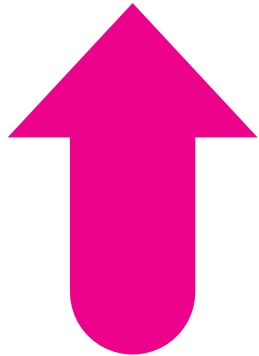
I can receive sensitive feedback to improve myself and others.

**Original Progression
of Skills Multi-ability
Statement**

LINK WITH QUALITY
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.

CONSISTENTLY TRY TO IMPROVE
I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS
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.



Suggested alternative progressions to choose from

I can link actions together so that they flow in running, jumping and throwing activities.

I can persevere with a task and improve my performance through regular practice.

I can guide a small group through a task.

I can link actions together so that they flow in jumping activities.

I can persevere with a task.

I can help organise roles and responsibilities.

I can link actions together so that they flow in running activities.

I react positively when things become difficult.

I can give helpful feedback to others.

I can link actions together so that they flow in throwing activities.

I cope well when things become difficult.

I can cooperate well with others.

I can perform a variety of movements and skills with good body tension.

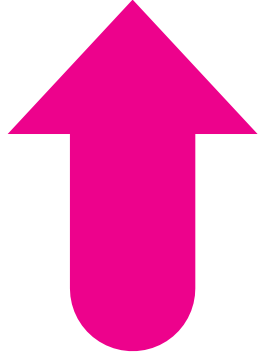


**Original Progression
of Skills Multi-ability
Statement**

PERFORM WITH CONTROL
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.

TAKE CONTROL
I know where I am with my learning, and I have begun to challenge myself.

WORK WELL WITH OTHERS
I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.



Suggested alternative progressions to choose from

I can select and apply a range of skills with good control and consistency.

I know where I am with my learning.

I am happy to show and tell others about my ideas.

I can perform and repeat longer sequences with clear shapes and controlled movement.

I have begun to challenge myself.

I can listen carefully to others.

I can perform and repeat longer sequences with clear shapes.

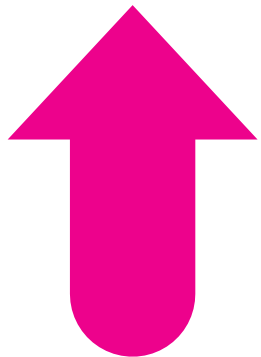
I can show patience and support others.

**Original Progression
of Skills Multi-ability
Statement**

PERFORM SINGLE SEQUENCES
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.

KEEP TRYING
I try several times if, at first, I don't succeed and I ask for help when appropriate.

HELP AND ENCOURAGE
I can help, praise and encourage others in their learning.



Suggested alternative progressions to choose from

I can perform a sequence of movements with some changes in speed.

I ask for help when appropriate.

I can help others in their learning.

I can perform a sequence of movements with some changes in direction.

I try several times if, at first, I don't succeed.

I can encourage others in their learning.

I can perform a sequence of movements with some changes in speed.

I can repeat a task more than once.

I can praise others in their learning.

I can perform a range of skills with some control and consistency.

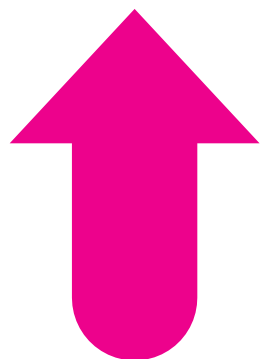


**Original Progression
of Skills Multi-ability
Statement**

PERFORM SINGLE SKILLS
**I can perform a single skill or
movement with some control. I can
perform a small range of skills and
link two movements together.**

STAY ON TASK
**I can follow instructions, practise
safely and work on simple tasks by
myself.**

UNDERSTAND OTHERS
**I can work sensibly with others,
taking turns and sharing.**



Suggested alternative progressions to choose from

I can perform a single skill with control.

I can practise safely.

I can work sensibly with others.

I can perform a small range of skills and
link two movements together.

I can follow instructions.

I can take turns and share.

I can perform a small range of skills.

I can work on simple tasks by myself.

I can show patience and support others.

I can perform a single movement with
some control.

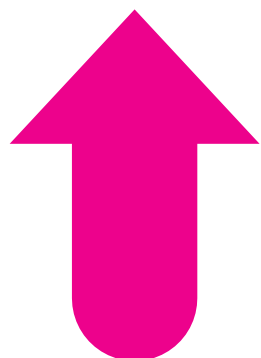
I can link two movements together.

**Original Progression
of Skills Multi-ability
Statement**

TRAVEL IN DIFFERENT WAYS
**I can move confidently in different
ways.**

STAY ON TASK WITH HELP
**I enjoy working on simple tasks
with help.**

PLAY WITH OTHERS WITH HELP
**I can play with others and take turns
and share with help.**



Suggested alternative progressions to choose from

I can perform a range of very basic skills
consistently.

I can transfer my attention to a familiar
task with a peer with support.

I can play with others with help.

I can follow and imitate movement
patterns.

I can sustain my attention in a small
group in a familiar activity.

I can share with help.

I can follow and imitate sequences.

I can respond to the requests of others.

I can take turns with help.

I can repeat simple movement
sequences.

I can sustain my attention in my own
activity.

I can take on different roles in a large
group with help.

I can link basic movements in a single
sequence with minimal support.

I can transfer my attention to a familiar
activity with support.

I can take on different roles in a small
group with support.

I can link basic movements in a single
sequence with minimal support.

I can transfer my attention to a familiar
activity with support.

I can take on different roles in a small
group with support.

I can link basic movements with
minimal support.

I can transfer my attention to a familiar
task with support.

I can independently play in small
groups.

I can link two actions with prompts.

I can remain on task in adult directed
activity with support.

I can play with others with minimal
support.

I can link two actions with support.

I can maintain my attention for small
periods.

I can play with another with minimal
support.

I can play with others with adult
support.

Start here and work upwards

**Original Progression
of Skills Multi-ability
Statement**

Cognitive



ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different game situations as they develop.

Creative



VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.

Knowledge and Understanding of Health and Fitness



PLAN MY OWN FITNESS

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.

Suggested alternative progressions to choose from

I can read and react to different game situations as they develop.

I can react to different game situations as they develop.

I can read different game situations as they develop.

I can review, analyse and evaluate my own and others' strengths and weaknesses.

I can evaluate my own strengths and weaknesses.

I can analyse my own strengths and weaknesses.

I can review my own strengths and weaknesses.

I can effectively disguise what I am about to do next.

I can use variety and creativity to engage an audience.

I can use creativity to engage an audience.

I can use variety to engage an audience.

I can plan and follow my own basic fitness programme.

I can follow my own basic fitness programme.

I can plan my own basic fitness programme.

I can explain how individuals need different levels of fitness to be more effective in their activity/role/event.

I can explain how individuals need different levels of fitness.

I can explain why individuals need different types of fitness.



**Original Progression
of Skills Multi-ability
Statement**

MAKE GOOD DECISIONS

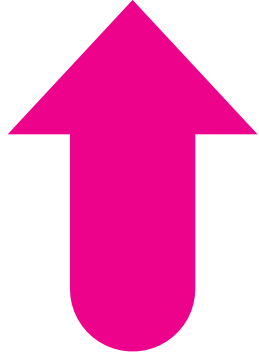
I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

EXPRESS, ADAPT AND ADJUST

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'.

PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.



Suggested alternative progressions to choose from

I can recognise and suggest patterns of play which will increase chances of success.

I can suggest patterns of play which will increase chances of success.

I can recognise patterns of play which will increase chances of success.

I can develop methods to outwit opponents.

I have a clear idea of how to develop others' work.

I have a clear idea of how to develop my own work.

I can respond imaginatively to different situations.

I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others'.

I can adapt and adjust my tactics so they are different to others'.

I can adapt and adjust my movements, so they are in contrast to others'.

I can adapt and adjust my movements, so they are different to others'.

I can identify possible dangers when planning an activity.

I can self-select and perform appropriate warm up and cool down activities.

I can perform appropriate cool down activities.

I can perform appropriate warm up activities.

I can self-select appropriate cool down activities.

I can self-select appropriate warm up activities.



**Original Progression
of Skills Multi-ability
Statement**

DESCRIBE HOW TO IMPROVE

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.

REFINE AND CHANGE

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.

EXPLAIN HOW TO EXERCISE

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.

Suggested alternative progressions to choose from

I can use my awareness of space and others to make good decisions.

I can use my awareness of space.

I can identify specific parts to continue to work on.

I can understand ways (criteria) to judge performance.

I can change tactics, rules or tasks to make activities more fun or challenging.

I can change tactics, rules or tasks to make activities more challenging.

I can change rules to make activities more fun.

I can change tasks to make activities more fun.

I can develop sequences of movements that express my own ideas.

I can link actions that express my own ideas.

I can develop sequences of movements.

I can link actions.

I can record and monitor how hard I am working.

I can explain how often I should exercise to be healthy.

I can explain how long I should exercise to be healthy.

I can explain endurance.

I can explain agility.

I can explain coordination.

I can explain balance.

I can explain flexibility.

I can explain strength.



**Original Progression
of Skills Multi-ability
Statement**

EXPLAIN WHY

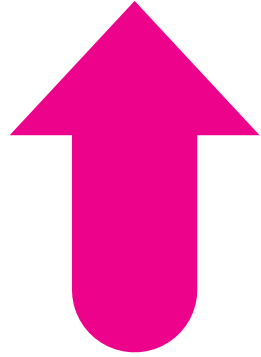
I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

RECOGNISE AND RESPOND

I can make up my 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.

EXPLAIN WHY

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.



Suggested alternative progressions to choose from

I have begun to identify areas for improvement.

I can explain what I am doing well.

I can understand the simple tactics of attacking and defending.

I can understand the simple tactics of defending.

I can understand the simple tactics of attacking.

I can recognise similarities and differences in movements and expressions.

I can recognise differences in expressions.

I can recognise similarities in expressions.

I can recognise similarities in movements.

I can recognise differences in movements.

I can respond differently to a variety of tasks or music.

I can respond differently to a variety of music.

I can respond differently to a variety of tasks.

I can make up my own rules and versions of activities.

I can make up my own rules.

I can make up my own versions of activities.

I can explain why we need to warm up and cool down.

I can explain why we need to cool down.

I can explain why we need to warm up.

I can describe why my body changes after exercise.

I can describe why my body changes during exercise.

I can describe how my body changes after exercise.

I can describe how my body changes during exercise.



**Original Progression
of Skills Multi-ability
Statement**

RECOGNISE AND ORDER

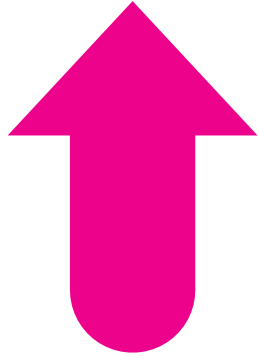
I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select movements and link them together to fit a theme.

PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.



Suggested alternative progressions to choose from

I can explain why someone is working or performing well.

With help, I can recognise differences in performance.

With help, I can recognise similarities in performance.

I can begin to order movements or skills.

I can begin to order instructions.

I can link movements together to fit a theme.

I can select movements to fit a theme.

I can begin to compare my skills with those of others.

I can begin to compare my movements with those of others.

I use equipment appropriately and move and land safely.

I use equipment appropriately.

I can say how my body feels before, during and after exercise.

I can say how my body feels after exercise.

I can say how my body feels during exercise.

I can say how my body feels before exercise.

OBSERVE AND DESCRIBE

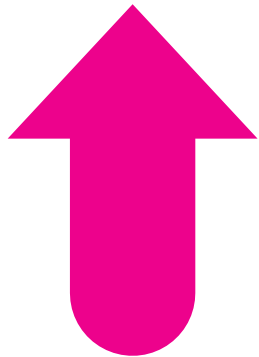
I can understand and follow simple rules. I can name some things I am good at.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.



Suggested alternative progressions to choose from

I can name some things I am good at.

I can understand simple rules.

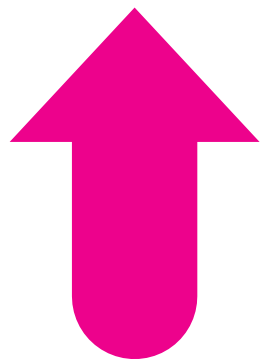
I can follow simple rules.

I can describe different movements.

I can explore different movements.



**Original Progression
of Skills Multi-ability
Statement**



FOLLOW INSTRUCTIONS

I can follow simple instructions.

I can describe what I like and do not like about an activity.

I can respond to simple instructions and take turns with minimal prompts.

I can follow simple instructions with support.

I can tell someone what I have done with support and prompts.

I can tell someone what I have done with prompts.

I can tell someone what I have done with support.

I can describe what I do not like about an activity.

I can describe what I like about an activity.

I can respond to simple rules and take turns with minimal prompts.

I can take turns with minimal prompts.

I can respond to simple rules.

I can follow simple rules with support.

I can tell someone what I have done with support or prompts.

I can show someone what I have done with support.

I can show someone what I have done with prompts.

OBSERVE AND COPY

I can observe and copy others.

I can explain my movements.

I can describe different movements.

I can move like...
a train / an animal, for example.

I can explore different ways of moving, for example, strong / gentle.

I can identify different movements, for example, on / under / around / between.

I can copy a shape from a choice of two.

I can observe and copy others with support.

I can show the difference between moving slowly and quickly.

I can move slowly.

I can move quickly.

I can show if I like or don't like a movement.

I can watch and react to my partner's performance.

I can react to people moving.

I can watch people moving.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.

I am aware of many changes to the way I feel when I exercise.

I can recognise one effect of activity on my body, for example, heart beating faster.

I can explain why we need to warm up.

I am aware of many changes to the way I feel when I exercise.

I can describe the effects of exercise on my body with minimal prompts.

I can recognise a beating heart with support.

I can recognise a moving body part.

I can collect equipment with support.

Suggested alternative progressions to choose from

Start here and work upwards