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| **Significant Aspect of Learning: Cognitive Skills**  **The Key Elements of Decision Making; Focus and Concentration, Cue Recognition, Sequential Thinking, Prioritising, Decision Making** | | | | | |
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| **Early** | | **First** | **Second** | **Third** | **Fourth** |
| Focuses on task and pays attention to stimuli e.g. instructions from a practitioner. | | Focuses attention in more demanding situations e.g. working with a partner or in a small group. | Manages impulsive responses to stay focused on task and filter out distractions e.g. taking a shot in netball with defender in front of the net. | Switches concentration from one task to another fluently by filtering out distractions. | Consistently pays attention to task and is able to switch from one task to another and filter out distractions. |
| Recognises external cues that need an immediate response e.g. starting and stopping. | Recognises and responds to both internal and external cues at the same time e.g. follow my leader. | | Recognises a range of cues and begins to prioritise those that need to be responded to first. | Quickly prioritises the order in which cues are responded to. | Quickly filters and prioritises verbal, physical and situational cues to respond to movement challenges. |
| Remembers two step simple instructions e.g. bounce the ball and then change direction. | Plans and creates a sequence of actions e.g. bounce the ball three times, then change direction and change how you travel with the ball. | | Plans a series of three or more actions in order to address simple movement challenges. | Plans, performs and reviews a series of actions to address movement challenges e.g. triple jump. | Independently selects, applies and reviews a series of actions that contributes to a successful performance. |
| Works out the order for dealing with information (or tasks). Repeats tasks in the correct sequence. | Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. | | Recognises the importance of particular moments, or actions in a sequence. Draws on prior knowledge to select an effective order that contributes to successful performance. | Recognises and acts upon the importance of ‘what next?’ as a key element within a sequence of actions e.g. pass and move. | Consistently demonstrates and applies what next?’ as a key element of successful performance. |
| Makes decisions in response to simple tasks e.g. knowing when to start and stop. | Makes decisions when presented with two or three different options and can explain why. | | Makes decisions when presented with a greater variety of options and can explain why. | Takes responsibility for decisions under pressure that leads to improved performance. | Confidently and independently makes decisions under pressure that leads to improved performance. |

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| **Significant Aspect of Learning: Cognitive Skills**  **The Key Elements of Problem Solving; Multi-processing, Problem Solving, Creativity** | | | | | |
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| **Early** | | **First** | **Second** | **Third** | **Fourth** |
| Listens to and makes sense of two/three pieces of information e.g. bounce the ball when moving forwards. | | Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources e.g. ‘Simon Says’. | Takes in and make sense of several pieces of information at the same time, from a number of different sources which will contribute to successful performance. | Interprets information quickly and accurately from pressured situations which will contribute to successful performance. | Consistently interprets information quickly and accurately from pressured situations that leads to successful outcomes in practice and performance environments. |
| Uses prior knowledge, and identifies key information to help form a solution. | Demonstrates adaptability when finding different solutions to solve problems. | | Adapts previous plans, movement skills and strategies to generate a solution and explains which one is most effective. | Selects, adapts and applies the most appropriate strategy when solving familiar and unfamiliar movement challenges. | Consistently selects, adapts and applies the most appropriate strategy and justifies how these decisions can be transferred to other physical environments. |
| Moves in response to a variety of stimuli. | Combines actions to create movement sequences independently and with others in response to stimuli e.g. music, words. | | Creates and adapts movements sequences independently and with others in response to stimuli. | Confidently creates movements sequences with precision, independently and with others. | Confidently creates movement sequences with precision.  Demonstrates independent, creative thinking when evaluating performance. |
| Demonstrates imagination through energetic play. | Demonstrates flair, originality, and imagination when performing. | | Demonstrates flair, originality and imagination that contributes to a quality performance. | Demonstrates flair, originality, imagination with increasing refinement, that contributes to a quality performance. | |