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| Hockey S1 |
| SAL’s | SUB SAL’s | Level 2 | Level 3 | Level 4 |
| Red(Exploring) | Amber(Attempting) | Green(Practicing) | Red(Sometimes Apparent) | Amber(Often Apparent) | Green(Consistently Apparent) | Red(Refining) | Amber(Evaluating/ Adapting) | Green (Applying) |
| Physical Competencies | **Balance and Control**  | I am **exploring** how to move different parts of my body with balance and control to help me perform a range of movements and skills | I am **attempting** to combine and apply static and dynamic balances at different speeds, direction and levels. | I am **developing** my ability to perform a variety of static and dynamic balances within a range of different activities. | I **sometimes** demonstrate control when moving my body. I can maintain my balance whilst performing complex skills. | I **often** demonstrate control when moving my body. I can maintain my balance whilst performing complex skills. | I **consistently** demonstrate control when moving my body. I can maintain my balance whilst performing complex skills. | I **refine** my ability to move with balance and control when linking skills under pressure. | I chooseappropriate movements and **adapt** my body position quickly while performing under pressure. | I perform advanced skills at speed maintaining my balance and control whilst transferring my weight in a range of activities which positively impacts my **performance**. |
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| **Gross and Fine Motor Skills** | I am **exploring** how to use my body movement to travel through space, strike objects and be active. | I am **attempting** to use movement skills in sequence to perform skills that require a basic level of precision.  | I am **developing** my ability to coordinate my movement to execute skills that require precision and accuracy. | I **sometimes** move with precision and coordination to perform a range of skills in a variety of contexts. | I **often** move with precision and coordination to perform a range of skills in a variety of contexts. | I **consistently** move with precision and coordination to perform a range of skills in a variety of contexts. | I **link** gross and fine motor skills together to perform more complex sequences of movement. | I **reflect** upon my performance and make adjustments to my movement skills so that they are more precise and accurate. | When I **perform** I can select advanced skills with a range of fine and gross motor skills, with increased refinement in a variety of activities. I can transfer skills learned from one environment and apply them in a new environment. |
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| Physical Fitness | **Core Stability and strength** | I am **exploring** a range of sports where core stability is the key to success and I can demonstrate postural control in some of my actions. | I am **attempting** to explain and demonstrate how to make a balance more stable in a variety of scenarios whilst static or travelling at speed | I am **developing** my ability to show postural control and strength when performing a variety of movements with accuracy. I can set targets in order to improve my core stability and strength. | I **sometimes** demonstrate core stability and strength in a range of physical contexts and I can create and monitor my goals to show improvement. | I **often** demonstrate core stability and strength in a range of physical contexts and I can create and monitor my goals to show improvement. | I **consistently** demonstrate core stability and strength in a range of physical contexts and I can create and monitor my goals to show improvement. | I am **refining** my skills that incorporate speed and force to demonstrate control and precision in a variety of unfamiliar contexts. | I **justify** when to apply my Core stability and strength to demonstrate control in a variety of unfamiliar contexts. | I consistently **apply** core stability and strength to aid precision of movement in a sequence of complex skills within a range of activities. |
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| Personal Qualities | **Determination** **and Resilience** | I am **exploring** my current level of determination and resilience. I recognise that effort is required to overcome challenge.  | I am **attempting** to understand and demonstrate the link between effort and achievement. I appreciate that challenges may require more than one **attempt** before I succeed. | I am **developing** my ability to manage my emotions in PE and I can identify strategies to cope with competition.  | I **sometimes** achieve success in PE through hard work and repeated practice. I **sometimes** cope well with challenge and I can learn from my mistakes. | I **often** achieve success in PE through hard work and repeated practice. I **often** cope well with challenge and I can learn from my mistakes. | I **consistently**  achieve success in PE through hard work and repeated practice. I **consistently** cope well with challenge and I can learn from my mistakes. | I am **aware** of my potential and work to the best of my ability. I recognise when my emotions negatively affect my performance and can increase my determination to achieve my goals. | I **evaluate** and **adapt** my effort levels during my performance. I can maintain high levels of determination and adopt coping strategies to help me persevere during tasks. | I work to the best of my ability and overcome barriers to my learning; I push negative thoughts from my mind and remain focused on the task. I **actively** embrace challenge and feel ambitious. |
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| Cognitive Skills | **Focus and Concentration** | I am **discovering** what leads to distraction in class and try to stay focused. | I am **attempting** to filter out distractions when performing in class. | I am **developing** my ability to remain focused allowing me to perform with some success. | I **sometimes** remain disciplined during tasks and filter out distractions. | I **often** remain disciplined during tasks and filter out distractions. | I **consistently** remain disciplined during tasks and filter out distractions. | I am **aware** of when my focus is good in a performance and when it is slipping. I can sustain good levels of concentration when working. | I am **increasing** my focus and concentration levels to cope with the demands of the activity and limit distractions that impact my performance. | When **performing** I consistently pay attention during tasks and I am able to switch from one task to another fluently and filter out distractions. |
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| Hockey S2 |
| SAL’s | SUB SAL’s | Level 2 | Level 3 | Level 4 |
| Red(Exploring) | Amber(Attempting) | Green(Practicing) | Red(Sometimes Apparent) | Amber(Often Apparent) | Green(Consistently Apparent) | Red(Refining) | Amber(Evaluating/ Adapting) | Green (Applying) |
| Physical Competencies | **Rhythm and Timing** | I am **exploring** how to move with rhythm and timing in basic sequences both individually and in team situations. | I am **attemptin**g skills that require rhythm and timing slowly in the correct order within activities. | I am **developing** my rhythm and timing to perform sequences of movement that require smooth transition from one skill to another. | I **sometimes** perform skills with the correct rhythm and timing. I can link skills in sequence smoothly. | I **often** perform skills with the correct rhythm and timing. I can link skills in sequence smoothly. | I can **consistently** perform skills with the correct rhythm and timing. I can link skills in sequence smoothly. | I select **appropriate** skills and can perform them with the correct pace and tempo to produce movement  | I **adjust** my rhythm and timing when performing complex skills in order to produce high quality movement. | I **perform** advanced skills at the correct tempo, allowing my skills to flow. I can break and re-establish rhythm in response to challenges. |
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| Physical Fitness | **Speed** | I am **exploring** to accelerate quickly from stationary and change speed whilst staying in control. | I am **attempting** activities where speed is essential for success and set goals for improving speed.  | I am **developing** control of speed using my body and equipment | I **sometimes** accelerate quickly from stationary and I can change speed quickly and with precision in a variety of activities for successful performance. | I **often** accelerate quickly from stationary and I can change speed quickly and with precision in a variety of activities for successful performance. | I **consistently** accelerate quickly from stationary and I can change speed quickly and with precision in a variety of activities for successful performance. | Ican **vary** my speed when performing complex movement skills in a range of activities and justify the selection of personal goals to improve speed. | I can **evaluate** the use of speed and force for successful performance. | I **perform** complex skills in sequence at the correct speed in a range of contexts. I change speed quickly in response to changing situations and I consistently accelerate from standing. |
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| Personal Qualities | **Communication** | I am **exploring** the different ways of communicating when participating in activities. | I am **attempting** to communicate verbally and non-verbally with whilst participating in different contexts. | I am **developing** my ability to take in to account the views of others and communicating my views appropriately. | I **sometimes** use both verbal and non-verbal communication confidently in practice and competitive environments. | I **often** use both verbal and non-verbal communication confidently in practice and competitive environments. | I **consistently** use both verbal and non-verbal communication confidently in practice and competitive environments. | I **vary** the way I communicate verbally and non-verbally with others so that I can collect opinions and form strategies. | I take account of the views of others and use these to clarify or **adapt** my thinking. | I consistently apply a variety of verbal and non –verbal communication to allow me to **perform** well. I engage respectfully and contribute to class and group ideas and can justify my point of view.  |
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| **Confidence and Self Esteem** | I am **exploring** what it feels like to work hard and achieve success in my PE lessons. | I **attempt** to work with others to self-assess and peer assess performances whilst providing/receiving support and encouragement. | I am **developing** my ability to recognise achievements that I have made in PE and can draw confidence from them. | I **sometimes** feel confident in working towards achieving my goals. I am **sometimes** able to enjoy my success with my peers and recognise when I am doing well. | I **often** feel confident in working towards achieving my learning goals. I am **often** able to enjoy my success with my peers and recognise when I am doing well. | I **consistently** feel confident in working towards achieving my goals. I am **consistently** able to enjoy my success with my peers and recognise when I am doing well. | I am **building** **upon** my confidence to work independently in challenging tasks and can recognise my achievements | I self and peer assess to provide constructive feedback and **evaluate** my own and others performances based on set criteria | I am **applying** my confidence to bring out the best in others and receive feedback from them to bring out the best in me.  |
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| Cognitive Skills | **Decision Making** | I am **exploring** my ability to make basic decisions when given a set of options. | I am **attempting** to make simple decisions for myself whilst performing. | I am **developing** my decision making skills and can explain why that decision was appropriate. | I **sometimes** make good decisions that help to improve my performance. | I **often** make good decisions that help to improve my performance. | I **consistently** make good decisions that help to improve my performance. | I am able to **process** information more quickly allowing me to make good decisions under pressure. | I **evaluate** my decisions and can make adaptations during my performance. | I make informed decisions independently under pressure and make adaptations to my **performance**. |
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| Hockey S3 |
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| Personal Quality’s  | **Respect and****Tolerance** | I am **exploring** how to play fairly in practice and competition to ensure I enhance the enjoyment of the game for my class.  | I am **attempting** to contribute to positive class ethos by showing respect to my classmates and their thoughts and ideas. | I am **developing** my ability to be open to ideas and opinions that are not my own. I am learning tonegotiate when faced with challenges. | I **sometimes** negotiate through discussions and contribute to a positive class ethos, demonstrating respect and sportsmanship | I **often** negotiate through discussions and contribute to a positive class ethos, demonstrating respect and sportsmanship | I **consistently** negotiate through discussions and contribute to a positive class ethos, demonstrating respect and sportsmanship | I am **refining** my ability to independently and confidently use my negotiation skills when working with others in a variety of situations. | I can **accommodate** a variety of abilities and needs and try to create an inclusive ethos. I foster mutual respect in during practice and tolerate different levels of performance among my peer group. | I **demonstrate** awareness and respect for fellow pupils. I work well with all of my class mates and take in to account their strengths and weaknesses. I make compromises for different ability levels and tolerate the fact that learners have varying needs.  |
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| Cognitive Skills | **Creativity** | I am **exploring** how to create movements on my own. | I am **attempting** to create basic sequences of movement on my own or in groups with some success. | I am **developing** my ability to work with partners to create and adapt movements. | I **sometimes** create sequences of movement that have flair and originality. | I **often** create sequences of movement that have flair and originality. | I **consistently** create sequences of movement that have flair and originality. | I **link** skills effectively in new ways to be creative in my performance. | I creatively **adapt** my skills to solve problems and enhance my performance. | I **demonstrate** creativity to enhance my performance and solve problems in a variety of activities. |
| **Problem Solving** | I am **exploring** how to use a range of information to solve basic problems. | I am **attempting** to make plans from the information I have gathered and solve problems. | I am **developing** the ability to choose a strategy and explain why it is the most effective of solving a problem. | I **sometimes** select and apply the most appropriate strategy when solving problems during practice and competition.  | I **often** select and apply the most appropriate strategy when solving problems during practice and competition.  | I **consistently** select and apply the most appropriate strategy when solving problems during practice and competition.  | I am **refining** my ability to solve problems quickly in practice and competitions. | I **evaluate** how effective my strategies for solving problems are and can adapt my method of solving problems leading to an improved performance | I consistently select, adapt and **apply** the most appropriate strategy when solving problems and can justify why these decisions were made. |
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