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| Social Dance 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 | **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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| **Coordination and Fluency** | I am **exploring** how to perform sequences of movement that have a clear start, middle and end. | I am moving with purpose and **attempt** to link skills to make basic sequences of movement. | I am **developing** my understanding of what effective movement looks like and feels like so that I can improve my performance. | I **sometimes** move in a coordinated and fluent way when linking skills together. | | I **often** move in a coordinated and fluent way when linking skills together. | I **consistently** move in a coordinated and fluent way when linking skills together. | | I **am aware** of what effective movement looks like and can perform a range of complex skills in the correct order. | I **adapt** skills when performing and link them together with fluency to produce high quality sequences of movement. | I select and apply advanced skills with poise and accuracy. I am able to link skills together automatically in several different contexts under pressure. | |
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| Physical fitness | **stamina** | I am **exploring** sports where stamina is the key to success. I can set goals to improve my stamina | I am **attempting** to sustain moderate to vigorous activity and can measure my heart rate. | I am **developing** the ability to describe how personal preference and choice can influence participation. | I **sometimes** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | | I **often** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | I **consistently** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | | I am **refining** my ability to work hard for the full duration of the activity and make informed choices to help me achieve this. | I **evaluate** my training to include aerobic and anaerobic systems to support successful performance. | I apply knowledge to justify my training programme.  I can investigate heart rate training zones and how these can relate to my performance. | |
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| Personal Qualities | **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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| **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 | **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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| Social Dance 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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| **Coordination and Fluency** | I am **exploring** how to perform sequences of movement that have a clear start, middle and end. | I am moving with purpose and **attempt** to link skills to make basic sequences of movement. | I am **developing** my understanding of what effective movement looks like and feels like so that I can improve my performance. | I **sometimes** move in a coordinated and fluent way when linking skills together. | | I **often** move in a coordinated and fluent way when linking skills together. | I **consistently** move in a coordinated and fluent way when linking skills together. | | I **am aware** of what effective movement looks like and can perform a range of complex skills in the correct order. | I **adapt** skills when performing and link them together with fluency to produce high quality sequences of movement. | I select and apply advanced skills with poise and accuracy. I am able to link skills together automatically in several different contexts under pressure. | |
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| Physical fitness | **Stamina** | 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 sustain moderate to vigorous activity and can measure my heart rate. | I am **developing** the ability to describe how personal preference and choice can influence participation. | I **sometimes** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | | I **often** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | I **consistently** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | | I am **refining** my ability to work hard for the full duration of the activity and make informed choices to help me achieve this. | I **evaluate** my training to include aerobic and anaerobic systems to support successful performance. | I apply knowledge to justify my training programme.  I can investigate heart rate training zones and how these can relate to my performance. | |
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| Personal Qualities | **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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| **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 | **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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| Social Dance S3 | | | | | | | | | | | | |
| 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 | **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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| Personal Qualities | **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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