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| Swimming 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 | **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 | **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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| **Responsibility and Leadership** | I am **exploring** how to plan and set targets to help me learn. | I **attempt** to take responsibility for my learning and take small leadership roles within my class | I am **developing** my leadership skills more frequently in class | I **sometimes** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | | I **often** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | I **consistently** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | | I have the **awarenes**s of how to organise others around me and delegate roles based upon their strengths and needs. I actively volunteer to take on leadership tasks. | I can plan, lead and **evaluate** tasks that involve me taking responsibility for my peer group and I am learning to **make changes** after receiving feedback. | I take **responsibility** for my learning and reflecton progress to improve myleadership. I am confident when initiating and organising a task and assigning team mate’s roles and responsibilities. | |
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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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| Swimming 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 | **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 | **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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| **Responsibility and Leadership** | I am **exploring** how to plan and set targets to help me learn. | I **attempt** to take responsibility for my learning and take small leadership roles within my class | I am **developing** my leadership skills more frequently in class | I **sometimes** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | | I **often** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | I **consistently** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | | I have the **awarenes**s of how to organise others around me and delegate roles based upon their strengths and needs. I actively volunteer to take on leadership tasks. | I can plan, lead and **evaluate** tasks that involve me taking responsibility for my peer group and I am learning to **make changes** after receiving feedback. | I take **responsibility** for my learning and reflecton progress to improve myleadership. I am confident when initiating and organising a task and assigning team mate’s roles and responsibilities. | |
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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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| Swimming 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 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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| 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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| **Responsibility and Leadership** | I am **exploring** how to plan and set targets to help me learn. | I **attempt** to take responsibility for my learning and take small leadership roles within my class | I am **developing** my leadership skills more frequently in class | I **sometimes** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | | I **often** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | I **consistently** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | | I have the **awarenes**s of how to organise others around me and delegate roles based upon their strengths and needs. I actively volunteer to take on leadership tasks. | I can plan, lead and **evaluate** tasks that involve me taking responsibility for my peer group and I am learning to **make changes** after receiving feedback. | I take **responsibility** for my learning and reflecton progress to improve myleadership. I am confident when initiating and organising a task and assigning team mate’s roles and responsibilities. | |
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| **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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| **Motivation** | I am **exploring** how to self-motivate and apply myself in class. | I **attempt** to set goals and develop my performance. | I am **developing** my knowledge of how physical activity is affected by motivation. | I **sometimes** motivate myself and try to maintain a positive mind set during lessons. | | I **often** motivate myself and try to maintain a positive mind set during lessons. | I **consistently** motivate myself and try to maintain a positive mind set during lessons. | | I am **improving** my ability to self-motivate by creating goals to improve performance. | I **evaluate** how my motivation affects my performance and I can use feedback to adjust my goals. | I demonstrate self-direction and positive effort towards PE. I set goals for my learning. I **demonstrate** perseverance and commitment to ensure I perform consistently well. | |
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