

## BGE BASKETBALL

| Es & Os   |   | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a  |       | EVALUATING & APPRECIATING 24a  |  |
|---|---|---|-------|--|--|
| SALs  | LEARNING INTENTIONS   | SUCCESS CRITERIA  | LEVEL | ASSESSMENT STANDARD  | ASSESSMENT OPPORTUNITIES   |
| Physical Competencies<br>Coordination & Fluency | I am learning to...   | <p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>I can carry out/work on basic passing and dribbling skills and movement patterns linking a few together in familiar context.</li> <li>I can complete basketball skill development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within basketball.</li> <li>I can select the pass or shot that may be useful in a number of activity based situations.</li> <li>I can work on different aspects of fitness that are appropriate to basketball</li> <li>I can show a basic level of creativity.</li> </ul> <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>Switches concentration from one task to another without distraction. SAoL- FOC &amp; CONC</li> </ul> | 3     | <ul style="list-style-type: none"> <li>Shows some coordination when dribbling the ball between hands.</li> <li>Shows some coordination when attempting to perform the layup.</li> <li>Shows the ability to dribble up the court displaying limited elements of control and fluency.</li> <li>Shows the ability to use their team mates at points throughout the match to pass the ball quickly up the court with fluency.</li> </ul> |  |
|   |   |   | 4     | <ul style="list-style-type: none"> <li>Shows coordination when dribbling the ball between hands.</li> <li>Shows coordination when attempting to perform the layup.</li> <li>Shows the ability to dribble up the court displaying some elements of control and fluency.</li> <li>Shows the ability to use my team mates to pass the ball quickly up the court with fluency.</li> </ul>  |  |
| Physical Fitness                                | Control the ball in attack and defence, following the rules of basketball. Focus on the essential information and ignore the non essential. Control the controllable. | <ul style="list-style-type: none"> <li>Can quickly recognise, prioritise and respond successfully to “what is next” in relation to a variety of cues and contexts (pressurised situations ie should I pass or shoot?) SAoL- FOC &amp; CONC, PRI, CUE REC &amp; SEQU THINK, MULTI P?</li> <li>Shows an awareness and understanding of using coordination, transfer of weight and differentiated body movement when performing. (eg OHC in badminton or front Crawl) SAoL-G&amp;F MS and COORD &amp; fLU</li> <li>Performs a successful and fluent sequence of movements/specialised skill with precision and confidence (eg pass and move to support team) SAoL- COORD &amp; Flu &amp; RHY&amp;TIME</li> </ul>   | 3     |  | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Profile</li> <li>- Photo evidence</li> </ul> |
|   |   |   | 4     |  |  |
| Personal Qualities                              |   | <p><b>LEVEL 4</b></p> <p>1.1 I can select and safely applying a range of basketball based movement and skills, with some control and fluency.</p> <p>1.2 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when passing and dribbling.</p> <p>1.3 I can working co-operatively with others in my team when playing basketball</p> <p>1.4 I can demonstrate passing and shooting techniques, composition or tactics safely</p>  | 3     |  |  |
|   |   |   | 4     |  |  |
| Cognitive Skills<br>Focus & Concentr            |   |   | 3     | <ul style="list-style-type: none"> <li>Sometimes shows the ability to focus on the hoop when shooting.</li> <li>Sometimes shows the ability to concentrate on where the ball is and find a space to get a pass.</li> <li>Sometimes shows the ability to concentrate on my basic skills even when under pressure from the opposition.</li> </ul>  |  |

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|  | 1.5 I can make appropriate passing and shooting decisions and adaptations in response to variables  | 4 | <ul style="list-style-type: none"> <li>Sometimes shows the ability to focus on my opponent and follow him round the court and mark him.</li> </ul>  |
|  | 1.6 I can demonstrate some consistency of movement and performance skills when dribbling up the court with little pressure.   |   | <ul style="list-style-type: none"> <li>Shows the ability to focus on the hoop when shooting.</li> <li>Shows the ability to concentrate on where the ball is and find a space to get a pass.</li> <li>Shows the ability to concentrate on my basic skills even when under pressure from the opposition.</li> <li>Shows the ability to focus on my opponent and follow him round the court and mark him.</li> </ul> |
|  | <u>Benchmarks</u> <ul style="list-style-type: none"> <li>Quickly filters and prioritises verbal, physical and situational cues to respond to movement challenges SAoI: Cue recognition, focus concentration</li> <li>Confidently and independently makes decisions under pressure that lead to improved performance SAoI: Dec. making, focus concentration</li> <li>Is able to perform using different body parts and apply efficient transfer of weight to achieve a precise and accurate sequence (SAoI Balance and Control, Coordination and Fluency)</li> </ul> |   |   |

### BGE Dance

| Es & Os                                    |  | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a   |       | EVALUATING & APPRECIATING 24a  |  |
|--|--|--|-------|--|--|
| SALs                                       | LEARNING INTENTIONS  | SUCCESS CRITERIA   | LEVEL | ASSESSMENT STANDARD  | ASSESSMENT OPPORTUNITIES   |
| Physical Competencies<br>Control & Fluency | I am learning about...<br><br>improving my dance performance by developing coordination and fluency. I am also | <u>LEVEL 3</u> <ul style="list-style-type: none"> <li>I can carry out/work on basic dance skills and movement patterns linking a few together in familiar context.</li> <li>I can complete dance skill development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within dance.</li> <li>I can select the correct movement or step that may be useful in a number of situations.</li> <li>I can work on different aspects of fitness that are appropriate to dance.</li> <li>I can show a basic level of creativity.</li> </ul> | 3     | <ul style="list-style-type: none"> <li>Sometimes demonstrates the ability to link basic moves and steps together with fluency.</li> <li>Sometimes displays coordination by combing complex moves with various body parts at the same time.</li> <li>Can remember some phases of a routine and can link them together smoothly when performing</li> </ul> | <ul style="list-style-type: none"> <li>Teacher observation in practises</li> <li>Teacher observation in games &amp; end of block tournament</li> <li>24a Self Evaluation Task</li> </ul> |
|  |  |  | 4     | <ul style="list-style-type: none"> <li>Demonstrating the ability to link basic moves and steps together with fluency.</li> <li>Displaying coordination by combing complex moves with various body parts at the same time.</li> <li>Can remember all phases of a routine and can link them together smoothly when performing</li> </ul>                   |  |
| Physical Fitness                           | improving my confidence and self esteem.   | <u>Benchmarks</u> <ul style="list-style-type: none"> <li>- Shows an awareness and understanding of using coordination, transfer of weight and differentiated body movement when performing. (eg OHC in badminton or front Crawl) SAoL-G&amp;F MS and COORD &amp; fLU</li> <li>Performs a successful and fluent sequence of movements/specialised skill with precision and confidence (eg pass and move to support team) SAoL- COORD &amp; Flu &amp; RHY&amp;TIME</li> <li>In response to a stimuli, can create and establish a</li> </ul>  | 3     |  | <ul style="list-style-type: none"> <li>24a Peer Evaluation Task</li> <li>SALs Self Evaluation Profile</li> <li>Photo evidence</li> </ul>   |
|  |  |  | 4     |  |  |

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|---|--|---|---|--|--|
|   |  | <p>sequence with rhythm and timing within performance (eg dance routine, or passing around the key in bball ) SAoL–COORD &amp; Flu &amp; RHY&amp;TIME</p> <ul style="list-style-type: none"> <li>• Demonstrates flexibility during physical activity to support a successful performance. SAoL –FELX</li> </ul>   |   |  |  |
| <p><b>Personal Qualities</b><br/>Confidence &amp; Self Esteem</p> |  | <p><b>LEVEL 4</b></p> <ul style="list-style-type: none"> <li>○ I can select and safely applying a range of dance based movement and skills, with some control and fluency.</li> <li>○ I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when dance.</li> <li>○ I can work co-operatively with others in my team when performing.</li> <li>○ I can demonstrate dance techniques, composition or tactics safely</li> <li>○ I can make appropriate decisions and adaptations in response to variables during a performance.</li> <li>○ I can demonstrate some consistency of movement and performance skills when performing with little pressure.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Shows some confidence when performing in from of others.</li> <li>• Displaying some confidence and self belief when creating your own routine.</li> <li>• Having some confidence to teach others your own routines.</li> <li>• Sometimes displays self belief when learning new routines/skills.</li> </ul> |  |
| <p><b>Cognitive</b></p>   |  | <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>• - Is able to perform using different body parts and apply efficient transfer of weight to achieve a precise and accurate sequence (SAoL Balance and Control, Coordination and Fluency)</li> <li>• Acts as a self/peer assessor to provide feedback to enhance performance SAoL – Conf</li> <li>• Uses initiative to celebrate and build on achievements</li> <li>• Independently engages in challenging tasks SAoL – Conf</li> <li>• Reflects on and uses set criteria to evaluate performance SAoL – Conf</li> </ul>   | 3 |  |  |
|   |  |   | 4 |  |  |

## BGE FOOTBALL

| Es & Os   |  | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a   |       | EVALUATING & APPRECIATING 24a  |  |
|---|--|--|-------|--|--|
| SALs  | LEARNING INTENTION S   | SUCCESS CRITERIA   | LEVEL | ASSESSMENT STANDARD  | ASSESSMENT OPPORTUNITIES   |
| Physical Competencies<br>Personal & Spatial Awareness | I am learning about...<br><br>controlling our bodies in response to challenging situations.  | <p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>I can carry out/work on basic football skills and movement patterns linking a few together in familiar context.</li> <li>I can complete football development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within football based activities.</li> <li>I can select the aspect of fitness that may be useful in football based situations.</li> <li>I can work on different aspects of fitness that are appropriate to football.</li> <li>I can show a basic level of creativity.</li> </ul> <p>BENCH MARKS</p> <ul style="list-style-type: none"> <li>Understands the importance of positive relationships when working with others, and shows the ability to self and peer assess and provide constructive feedback to help enhance performance. <a href="#">SAoL – COMMS, R&amp;T, R&amp;L</a></li> <li>Recognises that a variety of emotional factors can impact on performance and develops the ability to manage and control these emotions to create a successful and enjoyable performance. <a href="#">SAoL – R&amp;T, R&amp;L</a></li> <li>Demonstrates the ability to use verbal and non-verbal forms of communication in a variety of performance settings eg referee. <a href="#">SAoL – R&amp;T, COMMS, C&amp;S</a></li> </ul> | 3     | <ul style="list-style-type: none"> <li>Can sometimes look around the pitch and can see where others and the opposition are.</li> <li>Can sometimes run into a space to receive a pass.</li> <li>Can occasionally mark the opposition tightly, limiting their space.</li> <li>Can occasionally judge where the opposition are and judge when to tackle safely.</li> </ul>                         | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Profile</li> <li>- Photo evidence</li> </ul> |
|   |  |  | 4     | <ul style="list-style-type: none"> <li>Can look around the pitch and can see where others and the opposition are.</li> <li>Can run into a space to receive a pass.</li> <li>Can mark the opposition tightly, limiting their space.</li> <li>Can judge where the opposition are and judge when to tackle safely.</li> </ul>   |  |
| 3   |  |  |       |  |  |
| 4   |  |  |       |  |  |
| Physical Fitness                                      | We are learning how to work appropriately with other players and respond maturely to decisions that happen in a demanding situation. |  |       |  |  |
| Personal Qualities<br>Respect & Tolerance             |  | <p><b>LEVEL 4</b></p> <p>1.7 I can select and safely applying a range of movement and skills, with some control and fluency.</p> <p>1.8 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms.</p> <p>1.9 I can work co-operatively with others in my team when training and performing.</p>  | 3     | <ul style="list-style-type: none"> <li>I try to show respect to the opposition when playing.</li> <li>I do my best to respect the referee's decisions.</li> <li>I try to listen to others and respect other's thoughts and decisions with regards to tactics and plays.</li> <li>I try to tolerate and include others in your team when playing regardless of ability and experience.</li> </ul> |  |

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|-------------------------|--|--|---|---|--|
| <b>Cognitive Skills</b> |  | 1.10 I can demonstrate techniques, composition or tactics safely<br>1.11 I can make appropriate decisions and adaptations in response to variables<br>1.12 I can demonstrate some consistency of movement and performance skills when playing with little pressure.  | 4 | <ul style="list-style-type: none"> <li>• Can show respect to the opposition when playing.</li> <li>• Can respect the referee's decisions.</li> <li>• Can listen to others and respect other's thoughts and decisions with regards to tactics and plays.</li> <li>• Can tolerate and include others in your team when playing regardless of ability and experience.</li> </ul> |  |
|                         |  | BENCH MARKS  | 3 |   |  |
|                         |  | <ul style="list-style-type: none"> <li>• Displays an inclusive ethos, mutual respect and works with a range of abilities in both practice and performance situation <a href="#">SAoL –Resp&amp; Tol</a></li> <li>• Uses negotiation skills when working with others in a variety of challenges <a href="#">SAoL – Comms, Resp&amp; Tol</a></li> <li>• Engages respectfully and confidently with others. Contributes and communicates ideas and opinions clearly. <a href="#">SAoL – Comms, Resp&amp; Tol</a></li> <li>• Takes calculated risks showing an awareness of self, others and safety in the practice and performance environments (<a href="#">SAoL Kin Awareness</a>)</li> <li>• Is internally aware and consistently able to adapt and transfer movements between challenging performance environments (<a href="#">SAoL Kin Awareness</a>)</li> </ul> | 4 |   |  |

### BGE Softball

| Es & Os   |   | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a  |       |   | EVALUATING & APPRECIATING 24a   |  |
|---|---|---|-------|---|---|--|
| SALs  | LEARNING INTENTIONS   | SUCCESS CRITERIA  | LEVEL | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES  |  |
| <b>Physical Competencies<br/>Coordination and Fluency</b> | I am learning to show confidence and self-esteem when learning use control and fluency when bowling and bating in softball. | <b>LEVEL 3</b> <ul style="list-style-type: none"> <li>• I can carry out/work on basic batting and fielding skills and movement patterns linking a few together in familiar context.</li> <li>• I can complete softball skill development tasks with limited success.</li> <li>• I can link a few movement patterns together allowing for the skills to be identifiable within softball.</li> <li>• I can select the pass or hit that may be useful in a number of activity based situations.</li> <li>• I can work on different aspects of fitness that are appropriate to softball..</li> <li>• I can show a basic level of creativity.</li> </ul> | 3     | <ul style="list-style-type: none"> <li>• Displaying some coordination when watching the ball and swinging the bat.</li> <li>• Show some ability to pass the ball among your team quickly and smoothly when fielding.</li> <li>• Displaying some fluency when swinging the bat.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Pr ofile</li> </ul> |  |
|   |   |   | 4     | <ul style="list-style-type: none"> <li>• Displaying coordination when watching the ball and swinging the bat.</li> <li>• Showing ability to pass the ball among your team quickly and smoothly when fielding.</li> <li>• Displaying fluency when swinging the bat.</li> </ul>             |   |  |

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| Physical Fitness                                 | <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>Leads with confidence and is inclusive and encouraging towards others', while also showing mutual respect towards the views and ideas of others. <a href="#">SAoL – R&amp;T, C&amp;SE</a></li> <li>Demonstrates the ability to modify and adapt equipment and rules to enhance group and individual enjoyment. <a href="#">SAoL – C&amp;SE, R&amp;L</a></li> <li>Demonstrates the ability to use verbal and non-verbal forms of communication in a variety of performance settings eg referee. <a href="#">SAoL – R&amp;T, COMMS, C&amp;SE</a></li> </ul>  | 3 |  |  |
|  |  | 4 |  |  |
| Personal Qualities<br>Confidence and Self Esteem | <p><b>LEVEL 4</b></p> <p>1.13 I can select and safely applying a range of softball. based movement and skills, with some control and fluency.</p> <p>1.14 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when striking and fielding.</p> <p>1.15 I can working co-operatively with others in my team when playing softball..</p> <p>1.16 I can demonstrate throwing, catching and striking techniques, composition or tactics safely</p> <p>1.17 I can make appropriate batting and fielding decisions and adaptations in response to variables</p> <p>1.18 I can demonstrate some consistency of movement and performance skills when playing with little pressure.</p> <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>Acts as a self/peer assessor to provide feedback to enhance performance <a href="#">SAoL – Conf</a></li> <li>Uses initiative to celebrate and build on achievements</li> <li>Independently engages in challenging tasks <a href="#">SAoL – Conf</a></li> <li>Reflects on and uses set criteria to evaluate performance <a href="#">SAoL – Conf</a></li> <li>Is able to perform using different body parts and apply efficient transfer of weight to achieve a precise and accurate sequence (<a href="#">SAoL Balance and Control, Coordination and Fluency</a>)</li> <li></li> </ul> | 3 | <ul style="list-style-type: none"> <li>Displaying some confidence to bowl the ball at a strong batter.</li> <li>Believing in yourself when it is your turn to bat.</li> <li>Showing some confidence when fielding – knowing you are throwing the ball to the correct base.</li> <li>Showing some confidence to steal bases.</li> </ul> |  |
|  |  | 4 | <ul style="list-style-type: none"> <li>Displaying the confidence to bowl the ball at a strong batter.</li> <li>Believing in yourself when it is your turn to bat.</li> <li>Showing confidence when fielding – knowing you are throwing the ball to the correct base.</li> <li>Having the confidence to steal bases.</li> </ul>         |  |
| Cognitive  |  | 3 |  |  |
|  |  | 4 |  |  |

## BGE Short Tennis

| Es & Os  |   | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a   |  | EVALUATING & APPRECIATING 24a  |   |
|--|---|--|--|--|---|
| SALs   | LEARNING INTENTIONS   | SUCCESS CRITERIA   | LEVEL  | ASSESSMENT STANDARD  | ASSESSMENT OPPORTUNITIES  |
| Physical Competencies<br>Gross & Fine Motor Skills | Pupils are learning how to co-ordinate their hands and eyes while executing a variety of shots. Also pupils show ability to motivate self and peers.  | <b>Level 3</b><br>I can <ul style="list-style-type: none"> <li>Keep the ball in the air using a mixture of forehand and backhand keepy ups.</li> <li>Drop the ball and play it to a variety of targets of partners.</li> <li>Return the ball when thrown or played towards me, using both forehand and backhand.</li> <li>Hit the ball overhead towards a target or area of the court.</li> <li>Understand that I need to persevere when learning new skills.</li> </ul> | 3  | <ul style="list-style-type: none"> <li>Can hold the racket properly in hand</li> <li>Can play both forehand and backhand shots consistently.</li> <li>Displays effective hand-eye coordination (contacting ball)</li> <li>Can move around the court at different speeds</li> </ul> | - Teacher observation in practices<br>- Teacher observation in games & end of block tournament<br>- 24a Self Evaluation Task<br>- 24a Peer Evaluation Task<br>- SALs Self Evaluation Pr ofile |
|  |   |  | 4  | <ul style="list-style-type: none"> <li>Can hold the racket properly in hand</li> <li>Can play both forehand and backhand shots consistently.</li> <li>Displays effective hand-eye coordination (contacting ball)</li> <li>Can move around the court at different speeds</li> </ul> |   |
| 3  |   |  |  |  |   |
| 4  |   |  |  |  |   |
| Physical Fitness                                   |   | <b>Benchmarks</b> <ul style="list-style-type: none"> <li>Confidently and consistently performs skills/techniques with balance and precision resulting in a high quality performance, e.g. Reverse pass in hockey (Gross and fine motor skills)</li> <li></li> </ul>  | 3  |  |   |
| 4  |   |  |  |  |   |
| 3  |   |  |  |  |   |
| 4  |   |  |  |  |   |
| Personal Qualities<br>Motivation                   | <b>Level 4</b><br>I can <ul style="list-style-type: none"> <li>Keep the ball in the air using a mixture of forehand and backhand keep ups</li> <li>Drop the ball and play it to a variety of targets of partners.</li> <li>Return the ball when thrown or played towards me, using both forehand and backhand.</li> <li>Hit the ball overhead towards a target or area of the court.</li> <li>Understand that I need to persevere when learning new skills.</li> </ul>  | 3  | <ul style="list-style-type: none"> <li>Displays some motivation when try new skills.</li> <li>Shows some desire to play well and win matches.</li> <li>Shows some ability to motivate peers (doubles/learning new skills)</li> </ul> |  |   |
| 4  |   | <ul style="list-style-type: none"> <li>Displays motivation when try new skills.</li> <li>Shows the desire to play well and win matches.</li> <li>Shows the ability to motivate peers (doubles/learning new skills)</li> </ul>  |  |  |   |
| 3  |   |  |  |  |   |
| 4  |   |  |  |  |   |
| Cognitive  | <b>Benchmarks</b> <ul style="list-style-type: none"> <li>Demonstrates self-direction, positive effort and a range of creative thinking skills to assist in planning and goal setting to improve performance. SAoL – MO</li> <li>Brings the best out of the group and can increase factors for motivation and decrease factors that impede motivation SAoL – MO</li> <li>Demonstrates perseverance and commitment using self-talk and encouragement to improve performance SAoL – MO</li> <li>Confidently and consistently performs skills/techniques with balance and precision resulting in a high quality performance, e.g. Reverse pass in hockey (Gross and fine motor skills)</li> <li></li> </ul> | 3  |  |  |   |
| 4  |   |  |  |  |   |

## BGE Core Skills

| Es & Os   |  | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a  |       |   | EVALUATING & APPRECIATING 24a  |  |
|---|--|---|-------|---|--|--|
| SALs  | LEARNING INTENTIONS  | SUCCESS CRITERIA  | LEVEL | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES   |  |
| Physical Competencies<br>Personal & Special awareness<br>Balance & Control<br>Coordination & Fluency<br>Gross & Fine Motor Skills | <p><b>I am learning to...</b></p> <ul style="list-style-type: none"> <li>-Improve Agility when running and moving.</li> <li>- Develop hand eye co-ordination using a racket</li> <li>- Develop striking skills using a tennis racket</li> <li>-Develop hand-eye coordination and catching skills</li> <li>-Develop anticipation and throwing skills</li> </ul> | <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>I can carry out/work on basic passing and dribbling skills and movement patterns linking a few together in familiar context.</li> <li>I can complete skill development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within a game context.</li> <li>I can select the pass or skill that may be useful in a number of activity based situations.</li> <li>I can work on different aspects of fitness that are appropriate to team games.</li> <li>I can show a basic level of creativity.</li> </ul> | 3     | <ul style="list-style-type: none"> <li>I can show basic throwing and catching skills</li> <li>I can show the ability to use some agility and move at different paces.</li> <li>I can show some control of a ball using a racket.</li> <li>I can move with a ball ie dribbling with feet or a stick</li> <li>I can show some elements of control and fluency when in a game situation.</li> <li>At some points I know how to use special awareness to my advantage.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Profile</li> </ul> |  |
|   |  |   | 4     | <ul style="list-style-type: none"> <li>I can show basic throwing and catching skills</li> <li>I can show the ability to use agility and move at different paces.</li> <li>I can control a ball using a racket.</li> <li>I can move with a ball ie dribbling with feet or a stick</li> <li>I can show elements of control and fluency when in a game situation.</li> <li>I know how to use special awareness to my advantage.</li> </ul>                                       |  |  |
| Physical Fitness  | <ul style="list-style-type: none"> <li>-Develop ball handling skills</li> <li>-Develop focus and concentration through throwing and catching skills</li> </ul>   |   | 3     |   |  |  |
|   |  |   | 4     |   |  |  |
| Personal Qualities  |  | <p><b>LEVEL 4</b></p> <p>1.19 I can select and safely applying a range of movement and skills, with some control and fluency.</p> <p>1.20 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when moving and dribbling.</p> <p>1.21 I can working co-operatively with others in my team when playing games.</p> <p>1.22 I can demonstrate passing, moving, striking and dribbling techniques, composition or tactics safely</p>   | 3     |   |  |  |
|   |  |   | 4     |   |  |  |
| Cognitive   |  | <p>1.23 I can make appropriate passing, movement and shooting decisions and adaptations in response to variables</p> <p>1.24 I can demonstrate some consistency of movement and</p>   | 3     |   |  |  |



|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  | <p>performance skills when under little pressure.</p> <p>Benchmarks:</p> <ul style="list-style-type: none"> <li>• Takes calculated risks showing an awareness of self, others and safety in the practice and performance environments (SAol Kin Awareness)</li> <li>• Is internally aware and consistently able to adapt and transfer movements between challenging performance environments (SAol Kin Awareness)</li> <li>• Is able to perform using different body parts and apply efficient transfer of weight to achieve a precise and accurate sequence (SAol Balance and Control, Coordination and Fluency)</li> <li>• Confidently and consistently performs skills/techniques with balance and precision resulting in a high quality performance, e.g. Reverse pass in hockey (Gross and fine motor skills)</li> </ul> | 4 |  |  |
|--|--|---|---|--|--|

### BGE Gymnastics

| Es & Os   |   | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a   |  |   | EVALUATING & APPRECIATING 24a  |  |
|---|---|--|--|---|--|--|
| SALs  | LEARNING INTENTIONS   | SUCCESS CRITERIA   | LEVEL  | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES   |  |
| <b>Physical Competencies</b><br>Balance and control   | I am learning about balance and control required in a range of gymnastic skills and routines.   | <b>LEVEL 3</b><br>I can...   | 3  | <ul style="list-style-type: none"> <li>- Consistently demonstrates an awareness of self, others &amp; safety in the practice and performance environments</li> <li>- Performs, adapts &amp; refines a variety of movements with a focus on quality, using different speeds/pathways/levels</li> <li>- Is internally aware when co-ordinating hand-eye/hand-foot movements to control different pieces of equipment</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Profile</li> </ul> |  |
|   |   | <ul style="list-style-type: none"> <li>- Link basic skills together with balance and control</li> </ul>  |  |   |  |  |
| <b>Flight</b>   |   | 4  | <ul style="list-style-type: none"> <li>- Takes calculated risks showing an awareness of self, others and safety in the practice &amp; performance environments</li> <li>- Consistently &amp; effectively adapts transfers &amp; improvises movement in the practice &amp; performance environments</li> <li>- Is internally aware when creating &amp; adapting movement sequences in new &amp; challenging situations</li> </ul> |   |  |  |
| <ul style="list-style-type: none"> <li>- I can safely take off and land from a trampette and a springboard with control and balance.</li> </ul> |   |  |  |   |  |  |
| <b>Physical Fitness</b>   |   | <b>Rotation</b>  | 3  |   |  |  |
|   |   | <ul style="list-style-type: none"> <li>- I can perform basic rotations on the floor in a controlled and aesthetically pleasing way</li> </ul>  |  |   |  |  |
|   |   | <b>Travelling</b><br>I can move around the hall and across the mat in different ways.  |  |   |  |  |
|   |   | <b>Apparatus work</b>  | 4  |   |  |  |
|   | <ul style="list-style-type: none"> <li>- I can perform basic vaults from a box and/or a horse</li> <li>- I am able to successfully perform a vault over the box and/or horse using correct take off, landing and flight technique.</li> </ul> |  |  |   |  |  |
|   | <b>Sequencing/performing</b>  |  |  |   |  |  |
|   |   | <ul style="list-style-type: none"> <li>- Build a basic sequence using the skills I have learned</li> <li>- I am learning to apply the basic skills learned in previous lessons to develop flowing sequences of movements and aesthetically pleasing routines.</li> <li>- Add in movements to act as link movements to make my routine</li> </ul> |  |   |  |  |

|   |  |  |   |  |  |
|---|--|--|---|--|--|
|   |  | <p>flow</p> <ul style="list-style-type: none"> <li>- Link floor movements in before and after a piece of apparatus to make a small display</li> </ul> <p>Help support my partner to allow them to carry out a movement.</p> <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>- Can manipulate objects with precision while maintaining balance and control (eg set shot) SAoL-G&amp;FMS and BAL &amp; CON</li> <li>- Demonstrates confidence, flair, imagination and precision when creating movement sequences independently and with others. SAoL-CREATE</li> </ul>   |   |  |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Qualities</p>   |  | <p><b>LEVEL 4</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>• Create different shapes both on the floor and in the air in a controlled manner</li> <li>• Link 5 different movements together to create a routine</li> <li>• I am able to successfully create a floor routine using linking movements, rotations, and balances both individually or with a small group</li> </ul>  | - | -  |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cognitive Creativity</p> |  | <p>Use a wide range of skills on different apparatus. I can create a linking sequence across three to four different apparatus stations.</p> <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>• Is able to perform using different body parts and apply efficient transfer of weight to achieve a precise and accurate sequence (SAoL Balance and Control, Coordination and Fluency)</li> <li>• Confidently creates movement sequences with precision. SAoL: Creat and pr solv</li> <li>• Demonstrates flair, originality, imagination with increasing refinement, that contributes to a quality performance SAoL: Creat and sequ.think</li> <li>•</li> </ul> | 3 | <p>Create a basic floor routine, linking simple skills .</p> <p>Sports acro balances and counter balances can be linked together to create a simple routine.</p> <p>Work with a partner to improve simple skills. Rolling etc.</p>   |  |
|   |  |  | 4 | <p>Displaying the ability to make a basic floor sequence independently.</p> <p>Can create a short routine with a partner using balances and rolls</p> <p>Can adapt skills to disguise mistakes (roll out of a headstand)</p> <p>Can create own group and pair balances.</p> <p>Can create a sequence for different apparatus.</p> <p>-</p> |  |

### BGE Zumba/Aerobics

| Es & Os               | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a |  |  | EVALUATING & APPRECIATING 24a |  |  |
|-----------------------|--|--|--|-------------------------------|--|--|
| SALs                  | LEARNING INTENTIONS                                | SUCCESS CRITERIA   | LEVEL  | ASSESSMENT STANDARD           | ASSESSMENT OPPORTUNITIES   |  |
| Physical Competencies | I am learning about                                | <u>Benchmarks</u> <ul style="list-style-type: none"> <li>Demonstrates confidence, flair, imagination and precision when creating movement sequences independently and with others. SAoL- CREATE</li> </ul> | 3  |                               | - Teacher observation in practices<br>- Teacher observation in games & end of block tournament<br>- 24a Self Evaluation Task<br>- 24a Peer Evaluation Task<br>- SALs Self Evaluation Profile |  |
|                       |  |  | 4  |                               |  |  |
| 3                     |  |  |  |                               |  |  |
| 4                     |  |  |  |                               |  |  |
| Physical Fitness      |  |  |  | 3                             |  |  |
|                       |  |  |  | 4                             |  |  |
| Personal Qualities    |  |  | <u>Benchmarks</u> <ul style="list-style-type: none"> <li>Confidently creates movement sequences with precision. SAoL: Creat and pr solv</li> </ul> |                               |  |  |
|                       |  |  |  |                               |  |  |
| Cognitive             |  | <ul style="list-style-type: none"> <li>Demonstrates flair, originality, imagination with increasing refinement, that contributes to a quality performance SAoL: Creat and sequ.think</li> </ul>            | 3  |                               |  |  |
|                       |  |  | 4  |                               |  |  |

### BGE Dodgeball

| Es & Os   | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a |                  |       | EVALUATING & APPRECIATING 24a |                          |
|-----------|--|------------------|-------|-------------------------------|--------------------------|
| SALs      | LEARNING INTENTIONS                                | SUCCESS CRITERIA | LEVEL | ASSESSMENT STANDARD           | ASSESSMENT OPPORTUNITIES |
| U i i T i | I am learning                                      | <u>LEVEL 3</u>   | 3     |                               | - Teacher observation    |

|   |   |   |   |  |   |
|---|---|---|---|--|---|
|   | <p><b>about...</b></p> <p>How to solve problems and provide positive solutions to a variety of challenges. We are learning how to assess our performance and understand how to improve.</p> | <ul style="list-style-type: none"> <li>I can carry out/work on basic throwing and catching skills and movement patterns linking a few together in familiar context.</li> <li>I can complete dodge ball skill development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within dodge ball.</li> <li>I can select the pass or throw that may be useful in a number of activity based situations.</li> <li>I can work on different aspects of fitness that are appropriate to dodge ball.</li> <li>I can show a basic level of creativity.</li> </ul> <p><b>BENCH MARKS</b></p> <ul style="list-style-type: none"> <li>Demonstrates resilience and self-worth and adopts coping strategies in response to the outcomes of competition. <a href="#">SAoL – C&amp;SE, D&amp;R</a></li> <li>Understands the link between effort, perseverance and achievement, and shows an increasing commitment to learning. <a href="#">SAoL – MO, D&amp;R, R&amp;L</a></li> <li>Can quickly recognise, prioritise and respond successfully to “what is next” in relation to a variety of cues and contexts (pressurised situations ie should I pass or shoot?) <a href="#">SAoL– FOC &amp; CONC, PRI, CUE REC &amp; SEQU THINK, MULTI P?</a></li> <li>Can select, adapt and apply the most appropriate strategy when performing in challenging contexts. <a href="#">SAoL– FOC &amp; CONC, DEC M, PROB SOL &amp; SEQI THINK</a></li> <li>Takes responsibility for decisions under pressure that leads to improved performance. <a href="#">SAoL– PROB SOL, DEC M</a></li> <li></li> </ul> | 4 |  | in practices  |
| <p><b>Physical Fitness</b></p>                                      |   |   | 3 |  | - Teacher observation in games & end of block tournament                                    |
|   |   |   | 4 |  | - 24a Self Evaluation Task<br>- 24a Peer Evaluation Task<br>- SALs Self Evaluation Pr ofile |
| <p><b>Personal Qualities</b><br/>Determination &amp; Resilience</p> |   | <p><b>LEVEL 4</b></p> <ul style="list-style-type: none"> <li>I can select and safely applying a range of dodge ball based movement and skills, with some control and fluency.</li> <li>I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when striking and fielding.</li> <li>I can work co-operatively with others in my team when playing dodge ball.</li> <li>I can demonstrate throwing and catching techniques, composition or tactics safely</li> <li>I can make appropriate throwing and dodging decisions and adaptations in response to variables</li> <li>I can demonstrate some consistency of</li> </ul>   | 3 | <ul style="list-style-type: none"> <li>Sometimes I am determined when trying to get the opposition out.</li> <li>Sometimes I can show resilience when I have been knocked out, but come back in determined when won back by a player.</li> <li>I am sometimes determined to win against the opposition.</li> </ul> |   |
|   |   |   | 4 | <ul style="list-style-type: none"> <li>I am determined when trying to get the opposition out.</li> <li>I can show resilience when I have been knocked out, but come back in determined when won back by a player.</li> <li>I am determined to win against the opposition.</li> </ul>                               |   |
| <p><b>Cognitive</b><br/>Problem Solving</p>                         |   |   | 3 | <ul style="list-style-type: none"> <li>Sometimes I can use my problem solving skills to out- smart the opposition.</li> <li>Sometimes I can use my problem solving skills to target the weaker members of the opposition to cause them to lose numbers.</li> </ul>   |   |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | movement and performance skills when playing with little pressure.   |   | <ul style="list-style-type: none"> <li>Sometimes I can watch the flight of the ball and work out how to dodge the shot.</li> </ul>   |  |
|  |  | <p>BENCH MARKS</p> <ul style="list-style-type: none"> <li>Demonstrates the effort and perseverance required to overcome challenges <a href="#">SAoL – Der&amp;Res</a></li> <li>Initiates and adopts coping strategies in response to competition. <a href="#">SAoL – Der&amp;Res</a></li> <li>Recognises emotions during performance and the impact on performance <a href="#">SAoL – Der&amp;Res</a></li> <li>Quickly filters and prioritises verbal, physical and situational cues to respond to movement challenges <a href="#">SAoL: Cue recognition</a></li> <li>Consistently interprets information quickly and accurately from pressured situations. <a href="#">SAoL: Multi processing ,prob. sol</a></li> </ul> | 4 | <ul style="list-style-type: none"> <li>I can use my problem solving skills to out- smart the opposition.</li> <li>I can use my problem solving skills to target the weaker members of the opposition to cause them to lose numbers.</li> <li>I can watch the flight of the ball and work out how to dodge the shot.</li> </ul> |  |

## BGE VOLLEYBALL

| Es & Os   |  | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a  |       |   | EVALUATING & APPRECIATING 24a  |  |
|---|--|---|-------|---|--|--|
| SALs  | LEARNING INTENTIONS  | SUCCESS CRITERIA  | LEVEL | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES   |  |
| <u>Physical Competencies</u><br>Balance and control | I am learning about balance and control, and communication required in a range of volleyball skills during practice and game situations. | <p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>I can carry out/work on basic passing and serving skills and movement patterns linking a few together in familiar context.</li> <li>I can complete volleyball skill development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within volleyball.</li> <li>I can select the pass or shot that may be useful in a number of activity based situations.</li> <li>I can work on different aspects of fitness that are appropriate to volleyball.</li> <li>I can show a basic level of creativity.</li> </ul> | 3     | <ul style="list-style-type: none"> <li>Occasionally demonstrates an awareness of body positioning in practice and performance environments</li> <li>Sometimes shows control in passing the ball to a teammate or into opponents' court.</li> <li>Is able to correct body positioning and return to a balanced ready position after playing the ball on some occasions.</li> </ul>     | <ul style="list-style-type: none"> <li>Teacher observation in practices</li> <li>Teacher observation in games &amp; end of block tournament</li> <li>24a Self Evaluation Task</li> <li>24a Peer Evaluation Task</li> <li>SALs Self Evaluation Profile</li> </ul> |  |
|   |  |   | 4     | <ul style="list-style-type: none"> <li>Consistently demonstrates an awareness of body positioning in practice and performance environments.</li> <li>Consistently shows control in passing the ball to a teammate or into opponents' court.</li> <li>Is able to correct body positioning and return to a balanced ready position after playing the ball on most occasions.</li> </ul> |  |  |
| 3   |  |   |       |   |  |  |
| 4   |  |   |       |   |  |  |
| <u>Physical Fitness</u>                             |  | <p>BENCH MARKS</p> <ul style="list-style-type: none"> <li>Shows self-motivation and encouragement towards others in performance environment, and understand the importance of maximising motivation through goal setting. <a href="#">SAoL – MO, COMMS</a></li> <li>Demonstrates the ability to use verbal and non-verbal forms of communication in a variety of performance settings eg referee. <a href="#">SAoL – R&amp;T,</a></li> </ul>  |       |   |  |  |

|                                     |  |   |   |  |  |
|-------------------------------------|--|---|---|--|--|
|                                     |  | <p>COMMS, C&amp;SE</p> <ul style="list-style-type: none"> <li>Can manipulate objects with precision while maintaining balance and control (eg set shot) SAoL–G&amp;F MS and BAL &amp; CON</li> <li></li> </ul>  |   |  |  |
| Personal Qualities<br>Communication |  | <p><b>LEVEL 4</b></p> <ul style="list-style-type: none"> <li>I can select and safely applying a range of volleyball based movement and skills, with some control and fluency.</li> <li>I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when passing and moving.</li> <li>I can working co-operatively with others in my team when playing volleyball</li> <li>I can demonstrate passing and shooting techniques, composition or tactics safely</li> <li>I can make appropriate passing and spiking decisions and adaptations in response to variables</li> <li>I can demonstrate some consistency of movement and performance skills when working on the court with little pressure.</li> </ul> <p>BENCH MARKS</p> <ul style="list-style-type: none"> <li>Uses negotiation skills when working with others in a variety of challenges SAoL – Comms, Resp&amp; Tol</li> <li>Engages respectfully and confidently with others. Contributes and communicates ideas and opinions clearly. SAoL – Comms, Resp&amp; Tol</li> <li>Independently applies knowledge and understanding of a wide range of verbal and non-verbal communication skills for a successful outcome. SAoL – Comms, Respon&amp; Lead</li> <li>Is able to perform using different body parts and apply efficient transfer of weight to achieve a precise and accurate sequence (SAoL Balance and Control, Coordination and Fluency)</li> </ul> | 3 | <ul style="list-style-type: none"> <li>Work with a friend as a partner to improve simple skills.</li> <li>Occasionally shout to alert teammates that I am available for a pass.</li> <li>Occasionally shout to alert teammates that I am receiving the opponent's pass.</li> </ul> |  |
|                                     |  |   | 4 | <ul style="list-style-type: none"> <li>Work with any partner to improve simple skills.</li> <li>Consistently shout to alert teammates that I am available for a pass.</li> <li>Consistently shout to alert teammates that I am receiving the opponent's pass.</li> </ul>           |  |
| Cognitive                           |  |   |   |  |  |

## BGE NETBALL

| MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a |                     |                  |       | EVALUATING & APPRECIATING 24a                                     |                          |
|--|---------------------|------------------|-------|---|--------------------------|
| SALS   | LEARNING INTENTIONS | SUCCESS CRITERIA | LEVEL | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES |
| 1<br>p<br>e<br>r<br>s                              | Pupils are          | Level 3          | 3     | - Occasionally play basic passes within a game into a space for a | - Teacher                |

|   |  |  |   |   |  |
|---|--|--|---|---|--|
|   | <p>learning how to move and pass into an adequate space, while executing a variety of shots and recognise cues and make appropriate decisions to solve any problems arising during play.</p> | <p>I can:</p> <ul style="list-style-type: none"> <li>- Carry out/work on basic skills and movement patterns in netball linking a few together in familiar context.</li> <li>- Complete skill development tasks with limited success in netball practices or game situations.</li> <li>- Link a few movement patterns together allowing for the skills to be identifiable fitness within netball practices and game situations.</li> <li>- Select skills that may be useful in a number of netball practices and game situations.</li> <li>- Work on different aspects of fitness within netball practices and game situations.</li> <li>- Show a level of creativity at a basic level in netball practices and game situations.</li> </ul> |   | <p>teammate.</p> <ul style="list-style-type: none"> <li>- Sometimes show effective use of movement in to a space to collect a pass within a netball match.</li> <li>- Show some movement into a space to dodge an opponent.</li> <li>- Occasionally display effective use of space when passing the ball and smoothly returning into a position in space in preparation for a return pass.</li> </ul>                                       | <p>observation in practices</p> <ul style="list-style-type: none"> <li>- Teacher observation in games &amp; end of block tournament</li> </ul>           |
|   |  | <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>• Can select, adapt and apply the most appropriate strategy when performing in challenging contexts. SAoL- FOC &amp; CONC, DEC M, PROB SOL &amp; SEQI THINK</li> <li>• Takes responsibility for decisions under pressure that leads to improved performance. SAoL- PROB SOL, DEC M</li> <li>• Consistently demonstrates awareness of self, others and safety (spatial awareness) SAoL-KIN AWARE</li> <li>• Displays an understanding of transfer of skills ( throwing actions – over arm throw vs OHC) SAoL-KIN AWARE</li> <li>•</li> </ul>  | 4 | <ul style="list-style-type: none"> <li>- Play basic passes within a game into a space for a teammate.</li> <li>- Show consistent use of movement into a space to collect a pass within a netball match.</li> <li>- Show consistent movement into a space to dodge an opponent.</li> <li>- Display consistency an effective use of space when passing the ball and smoothly returning into a position in space for a return pass.</li> </ul> | <ul style="list-style-type: none"> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Profile</li> </ul> |
|   |  | <p><u>Level 4</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>- Select and safely apply a range of movement and performance skills in netball, with some control and fluency.</li> <li>- Demonstrate body and spatial awareness with some identifiable patterns and rhythms</li> <li>- Work co-operatively with others in practices and during game situations.</li> <li>- Demonstrate techniques/composition or tactics safely in practice and game situations.</li> <li>- Make appropriate decisions and adaptations in</li> </ul>  |   |   |  |
| <p>Cognitive Skills<br/>Problem Solving</p> |  |  | 3 | <ul style="list-style-type: none"> <li>- Sometimes display the ability to select the correct type of pass during a match.</li> <li>- Sometimes demonstrate ability to make the appropriate pass to a specific teammate to counter the movement of an opponent.</li> <li>- Often play to opponent's recognisable weakness.</li> <li>- Occasionally showing the ability to select who is in the best position to receive the pass.</li> </ul> |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  | <p>response to variables.</p> <ul style="list-style-type: none"> <li>- Demonstrate some consistency of movement and performance skills in practice and game situations.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Quickly filters and prioritises verbal, physical and situational cues to respond to movement challenges <i>SAol: Cue recognition</i></li> <li>• Confidently and independently makes decisions under pressure that lead to improved performance <i>SAol: Dec. making</i></li> <li>• Consistently interprets information quickly and accurately from pressured situations. <i>SAol: Multi processing</i></li> <li>• Confidently creates movement sequences with precision. <i>SAol: Creat and pr solv</i></li> <li>• Takes calculated risks showing an awareness of self, others and safety in the practice and performance environments (<i>SAol Kin Awareness</i>)</li> <li>• Is internally aware and consistently able to adapt and transfer movement between challenging performance environments (<i>SAol Kin Awareness</i>)</li> <li>•</li> </ul> | 4 | <ul style="list-style-type: none"> <li>- Display the ability to select the correct type of pass during a match.</li> <li>- Demonstrate ability to make an appropriate pass to a specific teammate to counter the movement of an opponent.</li> <li>- Occasionally play to opponent's recognisable weakness.</li> <li>- Showing the ability to select who is in the best position to receive the pass.</li> </ul> |  |
|  |  |   |  |  |

### BGE Hockey

| Es & Os                       |                        | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a  |       |  | EVALUATING & APPRECIATING 24a  |  |
|-------------------------------|------------------------|---|-------|--|--|--|
| SALs                          | LEARNING INTENTIONS    | SUCCESS CRITERIA  | LEVEL | ASSESSMENT STANDARD  | ASSESSMENT OPPORTUNITIES   |  |
| Comp<br>etenc<br>ies<br>Gross | I am learning about... | <p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>• I can carry out/work on basic hockey skills and movement patterns linking a few together in familiar context.</li> </ul> | 3     | <ul style="list-style-type: none"> <li>• I know how to hold the hockey stick correctly.</li> <li>• I can use some fine motor skills to use a variety of dribbling techniques. (reverse stick)</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> </ul> |  |



|   |   |   |   |   |  |
|---|---|---|---|---|--|
|   | <p>We are learning to use gross and fine motor skills in hockey and to stay motivated throughout each session/lesson.</p> | <ul style="list-style-type: none"> <li>I can complete Hockey development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within Hockey.</li> <li>I can select the aspect of fitness that may be useful in hockey match based situations.</li> <li>I can work on different aspects of fitness that are appropriate to hockey.</li> <li>I can show a basic level of creativity.</li> </ul>  |   | <ul style="list-style-type: none"> <li>I can sometimes use my gross motor skills to move effectively up the pitch.</li> <li>I can sometimes use my gross motor skills to pass effectively</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher observation in games &amp; end of block tournament</li> </ul> |
| <p><b>Physical Fitness</b></p>                  |   | <p><b>BENCH MARKS</b></p> <ul style="list-style-type: none"> <li>Shows self-motivation and encouragement towards others in performance environment, and understand the importance of maximising motivation through goal setting. <a href="#">SAoL – MO, COMMS</a></li> <li>Understands the link between effort, perseverance and achievement, and shows an increasing commitment to learning. <a href="#">SAoL – MO, D&amp;R, R&amp;L</a></li> <li>Can adapt, perform refine and evaluate movements or skills to produce a quality within performance <a href="#">SAoL–G&amp;F MS</a></li> </ul>                        | 4 | <ul style="list-style-type: none"> <li>I know how to hold the hockey stick correctly.</li> <li>I can use fine motor skills to use a variety of dribbling techniques. (reverse stick)</li> <li>I can use my gross motor skills to move effectively up the pitch.</li> <li>I can use my gross motor skills to pass effectively</li> </ul> | <ul style="list-style-type: none"> <li>24a Self Evaluation Task</li> <li>24a Peer Evaluation Task</li> </ul> |
| <p><b>Personal Qualities</b><br/>Motivation</p> |   | <p><b>LEVEL 4</b></p> <p>1.25 I can select and safely applying a range of movement and skills, with some control and fluency.</p> <p>1.26 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms.</p> <p>1.27 I can work co-operatively with others in my team when training and performing.</p> <p>1.28 I can demonstrate techniques, composition or tactics safely</p> <p>1.29 I can make appropriate decisions and adaptations in response to variables</p> <p>1.30 I can demonstrate some consistency of movement and performance skills when playing with little pressure.</p>   | 3 | <ul style="list-style-type: none"> <li>Displays elements of motivation when try new skills.</li> <li>Sometimes shows the desire to play well and win matches.</li> <li>Try to show the ability to motivate peers (doubles/ learning new skills)</li> </ul>  |  |
|   |   | <p><b>BENCH MARKS</b></p> <ul style="list-style-type: none"> <li>Demonstrates self-direction, positive effort and a range of creative thinking skills to assist in planning and goal setting to improve performance. <a href="#">SAoL – MO</a></li> <li>Brings the best out of the group and can increase factors for motivation and decrease factors that impede motivation <a href="#">SAoL – MO</a></li> <li>Demonstrates perseverance and commitment using self-talk and encouragement to improve performance <a href="#">SAoL – MO</a></li> <li>Confidently and consistently performs skills/techniques</li> </ul> | 4 |   | <ul style="list-style-type: none"> <li>SALs Self Evaluation Pr ofile</li> </ul>                              |
| <p><b>Cognitive</b></p>                         |   |   |   |   |  |

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|--|--|---|--|--|--|
|  |  | <p>with balance and precision resulting in a high quality performance, e.g. Reverse pass in hockey (<i>Gross and fine motor skills</i>)</p> <ul style="list-style-type: none"> <li>•</li> </ul> |  |  |  |
|--|--|---|--|--|--|

## BGE BADMINTON

|   |   | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a  |       |   | EVALUATING & APPRECIATING 24a  |  |
|---|---|---|-------|---|--|--|
| SALS  | LEARNING INTENTIONS   | SUCCESS CRITERIA  | LEVEL | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES   |  |
| <b>Physical Competencies</b><br>Co-ordination & Fluency | <b>Pupils are learning how to maintain fluent movements, co-ordinate their hands and eyes while executing a variety of shots and recognise cues and make appropriate decisions.</b> | <u>Level 3</u><br>I can: <ul style="list-style-type: none"> <li>- Carry out/work on basic skills and movement patterns in badminton linking a few together in familiar context.</li> <li>- Complete skill development tasks with limited success in badminton practices or game situations.</li> <li>- Link a few movement patterns together allowing for the skills to be identifiable fitness within badminton practices and game situations.</li> <li>- Select skills that may be useful in a number of badminton practices and game situations.</li> <li>- Work on different aspects of fitness within badminton practices and game situations.</li> <li>- Show a level of creativity at a basic level in badminton practices and game situations.</li> </ul> | 3     | <ul style="list-style-type: none"> <li>- Occasionally play basic shots within a rally with fluency.</li> <li>- Sometimes show coordination when using my footwork within a badminton match.</li> <li>- Show some coordination when carrying out complex shots that involve moving more than one body part at a time.</li> <li>- Occasionally display fluency when playing a shot or smoothly returning to the ready positing in preparation for the next shot.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALS Self Evaluation Profile</li> </ul> |  |
|   |   | <u>Benchmarks</u> <ul style="list-style-type: none"> <li>• Shows an awareness and understanding of using coordination, transfer of weight and differentiated body movement when performing. (eg OHC in badminton or front Crawl) SAoL–G&amp;F MS and COORD &amp; fLU</li> <li>• Performs a successful and fluent sequence of movements/specialised skill with precision and confidence (eg pass and move to support team) SAoL– COORD &amp; Flu &amp; RHY&amp;TIME</li> <li>• In response to a stimuli, can create and establish a sequence with rhythm and timing within performance (eg dance routine, or passing around the key in bball ) SAoL– COORD &amp; Flu &amp; RHY&amp;TIME</li> </ul>   | 4     | <ul style="list-style-type: none"> <li>- Play basic shots within a rally with fluency.</li> <li>- Show coordination when using my footwork within a badminton match.</li> <li>- Show coordination when carrying out complex shots that involve moving more than one body part at a time.</li> <li>- Display fluency when playing a shot and smoothly returning to the ready positing in preparation for the next shot.</li> </ul>   |  |  |
|   |   |   |       |   |  |  |

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|--|--|--|---|---|
| <b>Cognitive Skills</b><br>Decision Making |  |  |   |   |
|  |  |  |   |   |
|  |  |  |   |   |
|  |  | <p><u>Level 4</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>- Select and safely apply a range of movement and performance skills in badminton, with some control and fluency.</li> <li>- Demonstrate body and spatial awareness with some identifiable patterns and rhythms</li> <li>- Work co-operatively with others in practices and during doubles games.</li> <li>- Demonstrate techniques, composition or tactics safely in practice and game situations.</li> <li>- Make appropriate decisions and adaptations in response to variables.</li> <li>- Demonstrate some consistency of movement and performance skills in practice and game situations.</li> </ul> <p><u>Benchmarks</u></p> <ul style="list-style-type: none"> <li>• Confidently and independently makes decisions under pressure that lead to improved performance SAol: Dec. making</li> <li>• Is able to perform using different body parts and apply efficient transfer of weight to achieve a precise and accurate sequence (SAol Balance and Control, Coordination and Fluency)</li> <li>•</li> </ul> | 3 | <ul style="list-style-type: none"> <li>- Sometimes display the ability to make appropriate decisions during match.</li> <li>- Sometimes demonstrate ability to make the decision to play the shuttle away from opponent.</li> <li>- Seldom play to opponent's weakness</li> <li>- Occasionally showing the ability to make decisions on who is in the best position to return the shuttle (doubles).</li> </ul> |
|  |  |  | 4 | <ul style="list-style-type: none"> <li>- Display the ability to make appropriate decisions during match.</li> <li>- Demonstrate ability to make the decision to play the shuttle away from opponent.</li> <li>- Occasionally play to opponent's weakness.</li> <li>- Showing the ability to make decisions on who is in the best position to return the shuttle (doubles).</li> </ul>                           |

### BGE Athletics

| Es & Os                           |  | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a   |       |   | EVALUATING & APPRECIATING 24a   |  |
|-----------------------------------|--|--|-------|---|---|--|
| SALs                              | LEARNING INTENTIONS  | SUCCESS CRITERIA   | LEVEL | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES  |  |
| <b>Competencies</b><br>Rhythm and | I am learning the basic skills needed for successful performance in Athletics by | <p><u>LEVEL 3</u></p> <p>I can...</p> <p>Selecting and safely applying a range of movement and performance skills with control and fluency</p> <ul style="list-style-type: none"> <li>- Can carry out work/ on basic skills and movement patterns linking a</li> </ul> | 3     | <ul style="list-style-type: none"> <li>- Can show some ability to anticipate and react quickly to starting stimulus</li> <li>- Can show basic rhythm in your stride and run up to perform successfully</li> <li>- Has started to show rhythm and timing in footwork in approach to various field events (triple jump etc)</li> <li>- Understanding the principles of timing in relay baton change over</li> </ul> | <p>Application of Success</p> <p>Criteria Developing, Consolidating, Secure</p> |  |

|                  |   |  |  |  |  |
|------------------|---|--|--|--|--|
|                  | developing rhythm and timing techniques. Pupils will also develop their determination and resilience. | <p>few together in a familiar context</p> <ul style="list-style-type: none"> <li>- Can complete skill development tasks with limited success</li> <li>- Can link a few movement patterns together to allow the skills to be identifiable</li> <li>- Can select skills that may be useful in a number of activity based situations</li> <li>- Can pace my running effectively</li> <li>- Can work towards using the correct sprint technique</li> <li>- Can work towards using the correct run up for jumping events</li> <li>- Can work towards using the correct throwing technique for different events</li> </ul> <p>BENCH MARKS</p> <ul style="list-style-type: none"> <li>• Demonstrates resilience and self-worth and adopts coping strategies in response to the outcomes of competition. SAoL – C&amp;SE, D&amp;R</li> <li>• Understands the link between effort, perseverance and achievement, and shows an increasing commitment to learning. SAoL – MO, D&amp;R, R&amp;L</li> <li>• Performs a successful and fluent sequence of movements/specialised skill with precision and confidence (eg pass and move to support team) SAoL– COORD &amp; Flu &amp; RHY&amp;TIME</li> <li>• In response to a stimuli, can create and establish a sequence with rhythm and timing within performance (eg dance routine, or passing around the key in bball ) SAoL– COORD &amp; Flu &amp; RHY&amp;TIME</li> </ul> | 4  | <ul style="list-style-type: none"> <li>- Displaying the ability to anticipate and react quickly to the starting stimulus</li> <li>- Showing the ability to use rhythm in your stride and run up to perform successfully</li> <li>- Showing the ability to use effective rhythm and timing in footwork in approach to various field events (triple jump etc)</li> <li>- Understanding the importance of timing relay baton change over</li> </ul> | Peer assessment of skills developed  |
| Physical Fitness |   |  | 3  |  | Directed demonstrations  |
|                  |   |  | 4  |  | Question and answer sessions   |
|                  | Personal Qualities<br>Determination & Resilience  |  | <p><b>LEVEL 4</b><br/>I can...<br/>Selecting and safely applying a range of movement and performance skills with control and fluency</p> <ul style="list-style-type: none"> <li>- Body and spatial awareness with some identifiable patterns and rhythms</li> <li>- Working cooperatively with others</li> <li>- Using techniques, composition or tactics safely</li> <li>- Making appropriate decisions and adaptations during performances</li> <li>- Showing some consistency of movement and performance skills in straightforward contexts</li> </ul> | 3  | <ul style="list-style-type: none"> <li>- Can show some resilience even after a bad performance</li> <li>- Show motivation and determination to work to the best of your ability in all events</li> <li>- Display some resilience to come back from a poor race performance and learn from your mistakes</li> </ul> |
| Cognitive Skills |   | <ul style="list-style-type: none"> <li>- Can apply running motor skills in a more competitive setting</li> <li>- Can understand and use pacing successfully to increase my speed</li> </ul>  | 3  |  |  |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>within a race over a variety of distances</p> <ul style="list-style-type: none"> <li>- Can use the correct sprint technique</li> <li>- Can use the correct run up for all jumping events</li> <li>- Can use the correct throwing technique for all throwing events</li> </ul> <p>BENCH MARKS</p> <ul style="list-style-type: none"> <li>• Demonstrates the effort and perseverance required to overcome challenges <a href="#">SAoL – Der&amp;Res</a></li> <li>• Initiates and adopts coping strategies in response to competition. <a href="#">SAoL – Der&amp;Res</a></li> <li>• Recognises emotions during performance and the impact on performance <a href="#">SAoL – Der&amp;Res</a></li> <li>•</li> </ul> | 4 |  |  |
|--|--|--|---|--|--|

### BGE Social Dance

| Es & Os  |  | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a  |       |  | EVALUATING & APPRECIATING 24a  |  |
|--|--|---|-------|--|--|--|
| SALs   | LEARNING INTENTIONS  | SUCCESS CRITERIA  | LEVEL | ASSESSMENT STANDARD  | ASSESSMENT OPPORTUNITIES   |  |
| <b>Physical Competencies</b><br><small>Rhythm and Timing</small> | <p>I am learning about...</p> <p><b>how to use rhythm and timing while dancing and displaying an ability to be respectful and tolerant to others</b></p> | <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> <li>• I can perform/work on basic footwork skills and movement patterns linking a few together in familiar context.</li> <li>• I can complete a dance skill development tasks with limited success.</li> <li>• I can link a few movement patterns together allowing for the skills to be identifiable within social dance.</li> <li>• I can select the steps that may be useful at select points in the routine.</li> <li>• I can work on different aspects of fitness that are appropriate to dance.</li> <li>• I can show a level of creativity at a basic level.</li> </ul> <p>BENCH MARKS</p> <ul style="list-style-type: none"> <li>• Displays an inclusive ethos, mutual respect and works with a range of abilities in both practice and performance situation <a href="#">SAoL – Resp&amp; Tol</a></li> <li>• Uses negotiation skills when working with others in a variety of challenges <a href="#">SAoL – Comms, Resp&amp; Tol</a></li> <li>• Engages respectfully and confidently with others. Contributes and communicates ideas and opinions clearly. <a href="#">SAoL – Comms, Resp&amp; Tol</a></li> </ul> | 3     | <ul style="list-style-type: none"> <li>• Shows the ability to identify the beat of the music on occasions.</li> <li>• Shows the ability to sometimes keep in time with the music when dancing a basic routine.</li> <li>• Sometimes shows the ability to identify the rhythm and pace of the dance from the music.</li> <li>• Shows the ability to clap in time to the music of a basic beat.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Profile</li> </ul> |  |
|  |  |   | 4     | <ul style="list-style-type: none"> <li>• Shows the ability to identify the beat of the music.</li> <li>• Shows the ability to keep in time with the music when dancing.</li> <li>• Shows the ability to identify the rhythm and pace of the dance from the music.</li> <li>• Shows the ability to clap in time to the music.</li> </ul>  |  |  |
| 3  |  |   |       |  |  |  |
| 4  |  |   |       |  |  |  |
| <b>Es &amp; Os</b>   |  | <u>LEVEL 4</u>  |       | <ul style="list-style-type: none"> <li>• Can show respect for others when</li> </ul>   |  |  |

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| <b>Cognitive</b>   |   | 1.31 I can select and safely applying a range of dance based movement and skills, with some control and fluency.                          | 3 | dancing. <ul style="list-style-type: none"> <li>Will work alongside others when performing a group dance.</li> <li>Will always accept when being asked to dance.</li> </ul>   |  |
|  |   | 1.32 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when moving round the hall with my partner. |   |   |  |
|  |   | 1.33 I can working co-operatively with others in my group when performing a group dance.  | 4 | <ul style="list-style-type: none"> <li>Can show respect for others when dancing with those they know and don't know.</li> <li>Can work effectively when working alongside others during a group dance.</li> <li>Can respond politely and will always accept when being asked to dance.</li> </ul> |  |
|  |   | 1.34 I can demonstrate steps and dance techniques, composition or tactics safely.   |   |   |  |
| 1.35 I can make appropriate decisions and adaptations in response to variables.  | 3 |   |   |   |  |
| 1.36 I can demonstrate some consistency of movement and performance skills when dribbling up the court with little pressure.   | 4 |   |   |   |  |
| <b>BENCH MARKS</b> <ul style="list-style-type: none"> <li>Understands the importance of positive relationships when working with others, and shows the ability to self and peer assess and provide constructive feedback to help enhance performance. <a href="#">SAoL – COMMS, R&amp;T, R&amp;L</a></li> <li>Recognises that a variety of emotional factors can impact on performance and develops the ability to manage and control these emotions to create a successful and enjoyable performance. <a href="#">SAoL – R&amp;T, R&amp;L</a></li> <li>Leads with confidence and is inclusive and encouraging towards others', while also showing mutual respect towards the views and ideas of others. <a href="#">SAoL – R&amp;T, C&amp;SE</a></li> </ul> |   |   |   |   |  |

### BGE Cricket

| Es & Os   |  | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a   |       |   | EVALUATING & APPRECIATING 24a  |  |
|---|--|--|-------|---|--|--|
| SALS  | LEARNING INTENTIONS  | SUCCESS CRITERIA   | LEVEL | ASSESSMENT STANDARD   | ASSESSMENT OPPORTUNITIES   |  |
| <b>Physical Competencies</b><br>Rhythm & Timing | <b>I am learning about...</b><br><br>making appropriate decision while | <b>LEVEL 3</b> <ul style="list-style-type: none"> <li>I can carry out/work on basic batting and fielding skills and movement patterns linking a few together in familiar context.</li> <li>I can complete cricket skill development tasks with limited success.</li> </ul> | 3     | <ul style="list-style-type: none"> <li>I can use some rhythm and timing when bowling to ensure the ball bounces in front of the batter.</li> <li>I can use some timing to swing the bat at the correct time to contact the ball effectively.</li> <li>Sometimes I can time my throws when fielding to ensure the ball gets to a team mate to get the opposition out.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher observation in practices</li> <li>Teacher observation in games &amp; end of block tournament</li> </ul> |  |

|                           |   |   |   |  |  |
|---------------------------|---|---|---|--|--|
|                           | playing cricket and develop rhythm and timing while using the skills. | <ul style="list-style-type: none"> <li>I can link a few movement patterns together allowing for the skills to be identifiable within cricket.</li> <li>I can select the pass or hit that may be useful in a number of activity based situations.</li> <li>I can work on different aspects of fitness that are appropriate to cricket.</li> <li>I can show a basic level of creativity.</li> </ul>   |   |  | - 24a Self Evaluation Task<br>- 24a Peer Evaluation Task<br>- SALs Self Evaluation Profile |
| Physical Fitness          |   | <u>Benchmarks</u> <ul style="list-style-type: none"> <li>Can quickly recognise, prioritise and respond successfully to “what is next” in relation to a variety of cues and contexts (pressurised situations ie should I pass or shoot?) SAoL- FOC &amp; CONC, PRI, CUE REC &amp; SEQU THINK, MULTI P?</li> </ul>  | 4 | <ul style="list-style-type: none"> <li>I can use rhythm and timing when bowling to ensure the ball bounces in front of the batter.</li> <li>I can use timing to swing the bat at the correct time to contact the ball effectively.</li> <li>I can time my throws when fielding to ensure the ball gets to a team mate to get the opposition out.</li> </ul>  |  |
| Personal Qualities        |   | <u>LEVEL 4</u><br>1.37 I can select and safely applying a range of cricket based movement and skills, with some control and fluency.<br>1.38 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms when striking and fielding.<br>1.39 I can working co-operatively with others in my team when playing cricket.<br>1.40 I can demonstrate throwing, catching and striking techniques, composition or tactics safely<br>1.41 I can make appropriate batting and fielding decisions and adaptations in response to variables<br>1.42 I can demonstrate some consistency of movement and performance skills when palying with little pressure. |   |  |  |
| Cognitive Decision Making |   | <u>Benchmarks</u> <ul style="list-style-type: none"> <li>Quickly filters and prioritises verbal, physical and situational cues to respond to movement challenges SAoL: Cue recognition</li> <li>Confidently and independently makes decisions under pressure that lead to improved performance SAoL: Dec. making</li> <li>Consistently interprets information quickly and accurately from pressured situations. SAoL: Multi processing</li> <li>Confidently creates movement sequences with precision. SAoL: Creat and pr solv</li> </ul>   | 3 | <ul style="list-style-type: none"> <li>Sometimes I am able to make decision quickly when under pressure.</li> <li>Sometimes I am able to decide when to run based on the distance of the shot I hit.</li> <li>When I am fielding I can sometimes decide who to pass to get the opposition out.</li> <li>When bowling, at times I can decide how to bowl to make it difficult for the opposition to bat effectively.</li> </ul> |  |
|                           |   |   | 4 | <ul style="list-style-type: none"> <li>I am able to make decision quickly when under pressure.</li> <li>I am able to decide when to run based on the distance of the shot I hit.</li> <li>When I am fielding I can decide who to pass to get the opposition out.</li> <li>When bowling I can decide how to bowl to make it difficult for the opposition to bat effectively.</li> </ul>   |  |

| SALs                                     | LEARNING INTENTIONS   | SUCCESS CRITERIA   | LEVEL | ASSESSMENT STANDARD  | ASSESSMENT OPPORTUNITIES   |
|--|---|--|-------|--|--|
| Physical Competencies<br>Rhythm & Timing |   | <p><u>Level 3</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>- Carry out/work on basic skills and movement patterns in rugby linking a few together in familiar context.</li> <li>- Complete skill development tasks with limited success in rugby practices or game situations.</li> <li>- Link a few movement patterns together allowing for the skills to be identifiable fitness within rugby practices and game situations.</li> <li>- Select skills that may be useful in a number of rugby practices and game situations.</li> <li>- Work on different aspects of fitness within rugby practices and game situations.</li> <li>- Show a level of creativity at a basic level in rugby practices and game situations.</li> </ul>   | 3     | <ul style="list-style-type: none"> <li>• I can sometimes show correct timing when catching and passing the ball.</li> <li>• I can sometimes show correct timing when kicking the ball.</li> <li>• I can sometimes run with the ball displaying some elements of control and fluency.</li> <li>• I can sometimes watch my opponent run and time when to tackle safely to tackle him effectively.</li> </ul> |  |
|  |   |  | 4     | <ul style="list-style-type: none"> <li>• I can show correct timing when catching and passing the ball.</li> <li>• I can show correct timing when kicking the ball.</li> <li>• I can run with the ball displaying some elements of control and fluency.</li> <li>• I can watch my opponent run and time when to tackle safely to tackle him effectively.</li> </ul>   |  |
| Physical Fitness                         | <p>I am learning about...</p> <p>How to play rugby safely and learn how to tackle safely and effectively.</p> | <p>BENCHMARKS</p> <ul style="list-style-type: none"> <li>• Understands the importance of positive relationships when working with others, and shows the ability to self and peer assess and provide constructive feedback to help enhance performance. <a href="#">SAoL – COMMS, R&amp;T, R&amp;L</a></li> <li>• Recognises that a variety of emotional factors can impact on performance and develops the ability to manage and control these emotions to create a successful and enjoyable performance. <a href="#">SAoL – R&amp;T, R&amp;L</a></li> <li>• Understands the link between effort, perseverance and achievement, and shows an increasing commitment to learning. <a href="#">SAoL – MO, D&amp;R, R&amp;L</a></li> <li>• Demonstrates the ability to modify and adapt equipment and rules to enhance group and individual enjoyment. <a href="#">SAoL – C&amp;SE, R&amp;L</a></li> </ul> | 3     |  | <ul style="list-style-type: none"> <li>- Teacher observation in practices</li> <li>- Teacher observation in games &amp; end of block tournament</li> <li>- 24a Self Evaluation Task</li> <li>- 24a Peer Evaluation Task</li> <li>- SALs Self Evaluation Profile</li> </ul> |
|  |   |  | 4     |  |  |
| Responsible                              |   |  |       | <ul style="list-style-type: none"> <li>• I can show some responsibility for my own role in the game.</li> <li>• I can take some responsibility for a play when needed.</li> </ul>  |  |



|           |  |   |   |   |   |
|-----------|--|---|---|---|---|
| Cognitive |  | <p><u>Level 4</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>- Select and safely apply a range of movement and performance skills in rugby, with some control and fluency.</li> <li>- Demonstrate body and spatial awareness with some identifiable patterns and rhythms</li> <li>- Work co-operatively with others in practices and during game situations.</li> <li>- Demonstrate techniques composition or tactics safely in practice and game situations.</li> <li>- Make appropriate decisions and adaptations in response to variables.</li> <li>- Demonstrate some consistency of movement and performance skills in practice and game situations.</li> </ul> <p>BENCHMARKS</p> <ul style="list-style-type: none"> <li>• Takes responsibility for learning independently or with others <a href="#">SAoL –Respon&amp; Lead</a></li> <li>• Selects strategies using self-control for successful performance <a href="#">SAoL –Respon&amp; Lead</a></li> <li>• Look at strengths and weaknesses of individuals to select appropriate roles and tactics for successful performance <a href="#">SAoL –Respon&amp; Lead</a></li> <li>• Independently applies knowledge and understanding of a wide range of verbal and non-verbal communication skills for a successful outcome. <a href="#">SAoL –Comms, Respon&amp; Lead</a></li> </ul> |   | <ul style="list-style-type: none"> <li>• I can show some leadership qualities when I am captain of my team.</li> <li>• I can take on some of the responsibility to lead my team in an effective warm-up.</li> </ul> |   |
|           |  |   |   |   | <ul style="list-style-type: none"> <li>• I can show responsibility for my own role in the game.</li> <li>• I can take responsibility for a play when needed.</li> <li>• I can show leadership qualities when I am captain of my team.</li> <li>• I can take the responsibility to lead my team in an effective warm-up</li> </ul> |
|           |  |   | 3 |   |   |
|           |  |   | 4 |   |   |

### BGE Fitness

| Es & Os     |                     | MOVEMENT SKILLS, COMPETENCIES & CONCEPTS 21a & 22a |       |                     | EVALUATING & APPRECIATING 24a |  |
|-------------|---------------------|--|-------|---------------------|-------------------------------|--|
| SALs        | LEARNING INTENTIONS | SUCCESS CRITERIA                                   | LEVEL | ASSESSMENT STANDARD | ASSESSMENT OPPORTUNITIES      |  |
| 01 02 03 04 | I am learning       | <u>LEVEL 3</u>                                     | 3     |                     | - Teacher observation         |  |

|  |   |  |   |   |  |
|--|---|--|---|---|--|
|  | <p><b>about...</b></p> <p>I will learn the definition of Flexibility</p> <p>I am learning to stretch correctly and safely</p> <p>I will learn the definition of CRE</p> <p>I am learning the part played by my heart and lungs in my overall fitness and performance.</p> <p>I will learn the definition of Muscular Endurance.</p> <p>I am learning the part played by my muscles in my overall fitness and performance levels.</p> <p>I will learn the definition of speed.</p> <p>I am learning the part played by the speed of whole body and/or body parts in my performance across a range of activities.</p> <p>I will learn the definition of strength.</p> | <ul style="list-style-type: none"> <li>I can carry out/work on basic skills and movement patterns linking a few together in familiar context.</li> <li>I can complete fitness development tasks with limited success.</li> <li>I can link a few movement patterns together allowing for the skills to be identifiable within fitness based activities.</li> <li>I can select the aspect of fitness that may be useful in a number of activity based situations.</li> <li>I can work on different aspects of fitness that are appropriate to my chosen activity.</li> <li>I can show a basic level of creativity.</li> </ul>  | 4 |   | <p>in practices</p> <ul style="list-style-type: none"> <li>Teacher observation in games &amp; end of block tournament</li> </ul> |
| <p style="text-align: center;"><b>Physical Fitness</b></p>   |   | <p><b>BENCHMARKS</b></p> <ul style="list-style-type: none"> <li>Takes responsibility for participating in and sustaining moderate /vigorous physical activity. SAoL – ST,SP,FELX,COR&amp;ST</li> <li>Can take pulse and understands the impact physical activity has on the body. SAoL – ST,SP,FELX,COR&amp;ST</li> <li>Understands what social factors and encourage or hinder participation rates. SAoL – ST,SP,FELX,COR&amp;ST</li> <li>Can create and implement personal goals to improve: stamina, speed, flexibility and core stability and strength. SAoL – ST,SP,FELX,COR&amp;ST</li> <li>Demonstrates stamina during physical activity to support a successful performance. SAoL – ST</li> <li>Demonstrates speed during physical activity to support a successful performance. SAoL – SP</li> <li>Demonstrates core stability and strength during physical activity to support a successful performance. SAoL – COR&amp;ST</li> <li>Demonstrates flexibility during physical activity to support a successful performance. SAoL –FELX</li> </ul> | 3 | <ul style="list-style-type: none"> <li>I can show a change speed when sprinting.</li> <li>I can run for a long period of time.</li> <li>I can show a range of movement around my joints.</li> <li>I can show strength when using weights.</li> <li>I can show strong core stability when carrying out floor exercises.</li> <li>I understand which activities require these factors.</li> </ul>   | <ul style="list-style-type: none"> <li>24a Self Evaluation Task</li> <li>24a Peer Evaluation Task</li> </ul>                     |
|  |   |  | 4 | <ul style="list-style-type: none"> <li>I can show I understand when a change speed would be beneficial to my performance.</li> <li>I can run for a long period of time without getting tired.</li> <li>I can show a good range of movement around my joints.</li> <li>I can show good strength when using weights or when going if for a tackle.</li> <li>I can show good strong core stability when carrying out floor exercises.</li> <li>I understand which activities require these factors and how they can benefit my performance.</li> </ul> | <ul style="list-style-type: none"> <li>SALs Self Evaluation Pr ofile</li> </ul>  |
| <p style="text-align: center;"><b>Personal Qualities</b></p> <p>Speed<br/>Stamina<br/>Stability &amp; strength<br/>Flexibility</p> | <p>I recognise the importance of strength in my performance across a range of activities.</p>   | <p><b>LEVEL 4</b></p> <p>1.43 I can select and safely applying a range of movement and skills, with some control and fluency.</p> <p>1.44 I can demonstrate body and spatial awareness with some identifiable patterns and rhythms.</p> <p>1.45 I can work co-operatively with others in my team when training and performing.</p> <p>1.46 I can demonstrate techniques, composition or tactics safely</p> <p>1.47 I can make appropriate decisions and adaptations in response to variables</p> <p>1.48 I can demonstrate some consistency of movement and</p>  | 3 |   |  |
|  |   |  | 4 |   |  |

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| Cognitive | <p>performance skills when playing with little pressure.</p> <p><b><u>BENCHMARKS</u></b></p> <p>Stamina:</p> <ul style="list-style-type: none"> <li>• Make informed and appropriate decisions to sustain and improve physical activity. .</li> <li>• Apply knowledge of aerobic and anaerobic systems to support successful performance and impact on health and wellbeing.</li> <li>• Evaluate factors that impact on participation and suggest improvements.</li> <li>• Consistently demonstrate stamina in different contexts to support performance.</li> </ul> <p>SAoL – ST</p>  | 3 |  |
|           | <p>Speed:</p> <ul style="list-style-type: none"> <li>• Incorporate agility into activities resulting in successful performance.</li> <li>• Move consistently with control, force and accuracy in order to improve performance.</li> <li>• Have awareness of how to improve speed.</li> </ul> <p>SAoL – SP</p> <p>Core stability and strength:</p> <ul style="list-style-type: none"> <li>• Core stability is consistently achieved through control, balance and strength.</li> <li>• Have an awareness of how to improve core stability and strength to impact/improve performance.</li> <li>• Correctly applying different levels of speed and force in different contexts.</li> </ul> <p>SAoL – CSS</p> <p>Flexibility :</p> <ul style="list-style-type: none"> <li>• Performing a wide range of dynamic and flexible movements with precision to support performance.</li> <li>• Justify the selection of personal goals to improve flexibility.</li> </ul> <p>SAoL – flex</p> | 4 |  |