

KS3	Developing Skills & making decisions	Mental capacity, preparation and reflecting on performance
<b>BC9</b>	<p><b>A learner on track for Grade 9 can:</b></p> <ul style="list-style-type: none"> <li>Consistently use a range of advanced techniques and skills showing speed, precision and disguise in a number of games.</li> <li>Apply skills with control, accuracy and power on their weaker side.</li> <li>Able to transfer skills and adapt tactical ideas easily between different sports.</li> <li>Competently referee or umpire a game demonstrating a sound understanding of the rules.</li> <li>Use a wide range of complex combinations of skills and actions with quality and dynamic control.</li> </ul>	<p><b>A learner on track for Grade 9 can:</b></p> <ul style="list-style-type: none"> <li>Identify what they need to do to improve, carry out and adapt ideas and suggestions given to them.</li> <li>Lead others in planning and leading short practice and training sessions.</li> <li>Explain the reasons for warming up and cooling down and can select a wide range of appropriate exercises when doing this.</li> <li>Demonstrate consistently strong mental determination to cope with the demands of the different activities.</li> <li>Demonstrate excellent physical attributes (speed, strength, stamina) to cope with the demands of the different activities.</li> </ul>
<b>BC8</b>	<p><b>A learner on track for Grade 8 can:</b></p> <ul style="list-style-type: none"> <li>Consistently use a range of specific techniques in the games played showing speed and precision.</li> <li>Respond quickly to changing situations in games and can adapt skills and techniques effectively to be successful.</li> <li>Confidently organise a teams' formation and make appropriate tactical decisions during the game leading to successful outcomes.</li> <li>Confidently officiate activities with some success.</li> <li>Use complex combinations of skills and actions with quality and dynamic control.</li> <li>Attempt advanced techniques with some success in a small number of different activities.</li> </ul>	<p><b>A learner on track for Grade 8 can:</b></p> <ul style="list-style-type: none"> <li>Help others to improve by giving effective focused feedback.</li> <li>Assist others in planning and leading short practice and training sessions.</li> <li>Show independence and lead others through an appropriate and effective warm up routine.</li> <li>Demonstrate a good understanding of warm up and cool down ideas and can explain why it is important to do them.</li> </ul>
<b>BC7</b>	<p><b>A learner on track for Grade 7 can:</b></p> <ul style="list-style-type: none"> <li>Consistently and effectively use a small range of specific techniques in the games played showing more precision when they have time and space.</li> <li>Use a range of different tactics to outwit the opposition and be successful. Better decision making is leading to greater successful outcomes.</li> <li>Demonstrate an understanding of the main rules in most sports and can apply them effectively.</li> <li>Adapt and develop a greater range of actions and skills both individually and with a partner.</li> </ul>	<p><b>A learner on track for Grade 7 can:</b></p> <ul style="list-style-type: none"> <li>Recognise strengths and weaknesses in performance and have some suggestions about what to do to improve it.</li> <li>Devise and perform an effective warm up routine when prompted by the teacher.</li> <li>Demonstrate good physical attributes (speed, strength, stamina) to cope with the demands of the different activities.</li> </ul>
<b>BC6</b>	<p><b>A learner on track for Grade 6 can:</b></p> <ul style="list-style-type: none"> <li>Use a range of techniques and skills with fluency and accuracy when there is sufficient time and space.</li> <li>Frequently moves to find and create space in games in order to support teammates when attacking. Able to defend by denying space for the opposition and by quickly applying pressure.</li> </ul>	<p><b>A learner on track for Grade 6 can:</b></p> <ul style="list-style-type: none"> <li>Describe what they are doing and capable of offering simple feedback in order to improve the quality of their work.</li> <li>Devise a warm up routine with a partner when prompted by the teacher.</li> <li>Demonstrate good mental determination to cope with the demands of the different activities.</li> </ul>

	<ul style="list-style-type: none"> <li>Regularly apply simple rules correctly and quickly in a range of team and individual sports.</li> <li>Adapt actions and skills so that they can be performed in a game or routine.</li> <li>Use sound basic techniques in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate reasonable physical attributes (speed, strength, stamina) to cope with the demands of the different activities.</li> </ul>
<b>BC5</b>	<p><b>A learner on track for Grade 5 can:</b></p> <ul style="list-style-type: none"> <li>Use a small range of techniques with some accuracy and consistency.</li> <li>Play with greater success in small possession games when game conditions are adapted and the performer has an advantage.</li> <li>Usually apply simple rules correctly and quickly in a small range of team and individual sports.</li> <li>Link a small number of actions and balances together so that they flow.</li> </ul>	<p><b>A learner on track for Grade 5 can:</b></p> <ul style="list-style-type: none"> <li>With guidance use information gained from feedback to improve personal performance.</li> <li>Follow appropriate warm up routines when working with a partner.</li> <li>Warm up safely and effectively when prompted by the teacher.</li> </ul>
<b>BC4</b>	<p><b>A learner on track for Grade 4 can:</b></p> <ul style="list-style-type: none"> <li>Use skills that suit the games they play showing greater strength in some games than others.</li> <li>Play with some success in small possession games when game conditions are adapted and the performer has an advantage.</li> <li>Describe some basic rules and can show some tactical awareness in an individual or team sport.</li> <li>Perform a small range of actions and skills showing more control.</li> <li>Use basic techniques in running, jumping and throwing activities in modified events and using modified equipment.</li> </ul>	<p><b>A learner on track for Grade 4 can:</b></p> <ul style="list-style-type: none"> <li>Comment on their own and others work picking out strengths when prompted.</li> <li>Warm-up safely and effectively with guidance.</li> <li>Demonstrate reasonable mental determination to cope with the demands of the different activities.</li> </ul>
<b>BC3</b>	<p><b>A learner on track for Grade 3 can:</b></p> <ul style="list-style-type: none"> <li>Use basic skills showing some control and accuracy when there is a lot of time.</li> <li>Work with others in small teams to attack and defend.</li> <li>Describe some simple rules.</li> <li>Perform a small range of actions and skills showing control.</li> </ul>	<p><b>A learner on track for Grade 3 can:</b></p> <ul style="list-style-type: none"> <li>Describe what they are doing, but does not know how to improve their performance.</li> <li>Warm up safely with guidance.</li> </ul>
<b>BC2</b>	<p><b>A learner on track for Grade 2 can:</b></p> <ul style="list-style-type: none"> <li>Use basic skills showing some control and accuracy when there is a lot of time.</li> <li>Recognise when a team are attacking or defending.</li> <li>Name a few rules in a game of their choice.</li> <li>Perform a small range of actions and skills showing some control.</li> </ul>	<p><b>A learner on track for Grade 2 can:</b></p> <ul style="list-style-type: none"> <li>Identify one good point about their performance with support.</li> <li>Warm up with guidance.</li> </ul>
<b>BC1</b>	<p><b>A learner on track for Grade 1 can:</b></p> <ul style="list-style-type: none"> <li>Use a limited range of basic skills in a small number of games.</li> <li>Recall when prompted a rule in a game of their choice.</li> <li>Perform a small range of actions and skills showing little control.</li> </ul>	<p><b>A learner on track for Grade 1 can:</b></p> <ul style="list-style-type: none"> <li>Identify one good point about their performance with support.</li> <li>Warm up with guidance.</li> </ul>

