**Significant Aspects of Learning at First Level**

Learners practice their movement skills as they learn to move, and can apply these to different contexts including play, games, dance, gymnastics, aquatics and outdoor learning. They are learning to competently manipulate objects with their preferred hand or foot and are exercising more control in their movement and can respond to changes of speed, direction and level. They can combine movement skills and experiment to create new movement patterns and sequences that show an understanding of spatial awareness, relationships and the rhythm and timing of movement.

Learners are inspired by the joy of movement and participate with a continued readiness to learn.

They are continuing to build a language of movement and can respond to simple feedback to improve their physical performance.

Learners enjoy the feeling of moderate to vigorous physical activity. They recognise the importance of this for good health and wellbeing and are aware of the benefits of being physically active. They can describe how the body feels during activity and how it affects their ability to perform. They are developing an understanding of people’s varied physical activity abilities and understand some of the reasons why people participate in physical activity, including to have fun, to be healthy, to set individual goals or to belong to a group.

They are learning to cooperate and participate as team and group members demonstrating fair play. They understand why there are rules and routines and can explain how these help to keep themselves and others safe.

They recognise that it may not always be possible to get things right first time and are devising their own learning strategies and trying out different solutions to solve problems to improve their performance.

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| **Significant Aspect of Learning: First Level** | | | | | | | | | | |
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| **Physical Competencies** | | | | | | | | | | |
| **Kinaesthetic Awareness**  Is aware of the space around them and the space of others and is beginning to use this information to control movements.  Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level.  Is aware of body parts and body positions when performing a range of different movements. | **Balance and Control**  Manipulates parts of the body when moving with purpose.  Holds balances in various shapes with and without equipment and describes what helps to maintain balance.  Manipulates objects whilst maintaining balance e.g. receiving and sending a ball with the preferred foot. | | | **Coordination and Fluency**  Links and orders a series of movements with and without equipment to perform a sequence e.g. hopscotch.  Moves with purpose demonstrating balance, control and rhythm.  Demonstrates knowledge and understanding of what a quality movement looks like and feels like. | | **Rhythm and Timing**  Demonstrates how to use repeated patterns of movement to create simple sequences e.g. one foot to two feet jumping.  Moves the body/parts of the body or objects in response to given cues to create an appropriate tempo e.g. 1-2-3 hop sequence. | | | **Gross and Fine Motor Skills**  Performs movement skills in simple activities e.g. skipping.  Performs movement skills in sequence e.g. jump from bench and cushion the landing whist staying in balance.  Demonstrates eye/hand and eye/foot co-ordination required for movement skills e.g. track the flight of the ball with eyes, then catch the ball. | |
| **Cognitive Skills: The Key Elements of Decision Making** | | | | | | | | | | |
| **Focus and Concentration**  Focuses attention in more demanding situations e.g. working with a partner or in a small group. | | | **Cue Recognition**  Recognises and responds to both internal and external cues at the same time e.g. follow my leader. | | **Sequential Thinking**  Plans and creates a sequence of actions e.g. bounce the ball three times, then change direction and change how you travel with the ball. | | **Prioritising**  Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. | | | **Decision Making**  Makes decisions when presented with two or three different options and can explain why. |
| **Cognitive Skills: The Key Elements of Problem Solving** | | | | | | | | | | |
| **Multi-processing**  Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources e.g. ‘Simon Says’. | | **Problem Solving**  Demonstrates adaptability when finding different solutions to solve problems. | | | **Creativity**  Combines actions to create movement sequences independently and with others in response to stimuli e.g. music, words.  Demonstrates flair, originality, and imagination when performing. | | |  | | |

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| **Significant Aspect of Learning: First Level** | | | | | | | | |
| **Personal Qualities** | | | | | | | | |
| **Motivation**  Shows an enthusiasm to participate . Enjoys being challenged.  Recognises and responds to both internal and external motivation to:   * set targets * achieve personal goals * improve performance.   Identifies and describes reasons why people participate in physical activity e.g. to have fun, to be healthy, to set individual goals or to belong to a group. | **Confidence and Self esteem**  Has a positive awareness of self as physical competencies improve.  Discusses learning and identifies strengths and next steps.  Responds and contributes to self and peer assessment with respect.  Celebrates, values and uses achievements as part of improving performance.. | | **Determination and Resilience**  Is learning how to be a good winner and cope appropriately with losing.  Demonstrates persistence when facing a challenge and works to achieve a successful outcome.  Recognises a variety of emotions and is developing the ability to manage them appropriately. | **Responsibility and Leadership**  Demonstrates a continuing readiness to learn and is developing planning and organisational skills.  Is developing a range of strategies to increase self-control when performing independently and/or with others.  Adopts a variety of roles that lead to successful outcomes.  Is beginning to identify the role of leader and the associated responsibilities of this role. | | **Respect and Tolerance**  Demonstrates how to include others when completing movement tasks.  Is open to ideas, thoughts and feelings of others.  Engages positively with others to use equipment safely and fairly. | | **Communication**  Listens to the responses of others with respect. Responds appropriately e.g. nodding or agreeing, asking and answering questions.  Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others e.g. uses eye contact, body language and gesture. |
| **Physical Fitness** | | | | | | | | |
| **Stamina**  Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge.  Describes how the body feels during and after sustained activity.  Describes in simple terms the reasons why people participate in physical activity.  Sets targets for sustaining moderate to vigorous physical activity.  Understands stamina in simple terms and how it affects health and ability to perform. | | **Speed**  Moves at different speeds and is able to maintain balance whilst changing direction quickly.  Demonstrates short bursts of fast movement from stillness.  Moves parts of the body using different speeds and force.  Understands speed in simple terms and how it affects ability to perform. | | | **Core Stability and Strength**  Shows postural control when starting, stopping, being still, moving and changing direction.  Describes where ‘core’ is and demonstrates how it supports the body.  Holds body weight in a variety of positions. | | **Flexibility**  Uses a full range of movement to perform actions effectively.  Understands flexibility in simple terms and how it affects everyday life and ability to perform. | |