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| **Significant Aspect of Learning: Personal Qualities**  **Motivation** | | | | | | |
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| **Early** | | **First** | **Second** | **Third** | **Fourth** | |
| Participates with enthusiasm. Enjoys being challenged. | | Shows an enthusiasm to participate . Enjoys being challenged. | Is self-motivated in movement challenges and demonstrates positive effort. | Is self-motivated and demonstrates self-direction and positive effort in practice and performance environments. | Consistently demonstrates self-direction and positive effort in practice and performance environments. | |
| Sets targets in simple tasks. | | Recognises and responds to both internal and external motivation to:   * set targets * achieve personal goals * improve performance. | Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well. | Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance. | | |
| Describes why people participate in physical activity e.g. to have fun. | | 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. | Explains factors that affect and influence participation in physical activity e.g. attitude, access, personal and/or family preference. | Maximises the factors that motivate and minimises the factors that impede participation in physical activity every day. | | |
|  | | | Shows an understanding that we play a role in encouraging others. | | | Demonstrates perseverance and commitment using techniques such as self-talk and encouragement when working independently and/or with others to improve performance. |
|  | | | | | | Uses knowledge of results, established criteria and other types of feedback to support self and peers strive to improve performance. |
| **Significant Aspect of Learning: Personal Qualities**  **Confidence and Self esteem** | | | | | | |
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| **Early** | | **First** | **Second** | **Third** | **Fourth** | |
| Is developing an awareness of self and an increasing self-reliance in dealing with new situations. | | Has a positive awareness of self as physical competencies improve. | Demonstrates self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments. | Demonstrates self-reliance and self-worth through engaging in challenging tasks. | Independently engages in challenging tasks. | |
| Discusses learning with adult support, and describes likes and dislikes. | | Discusses learning and identifies strengths and next steps. | Initiates and works co-operatively with others providing support and encouragement. | Demonstrates the value of positive relationships while working and learning with others. | Brings the ‘best’ out of the group and allows others to reciprocate. | |
| Responds and contributes to self and peer assessment with respect. | | | Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance. | Reflects on, creates and uses criteria to evaluate personal and group performance.  Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. | | |
| Celebrates, values and uses achievements to build next steps. | Celebrates, values and uses achievements as part of improving performance. | | Celebrates, values and uses achievements as part of development and progress. | Takes the initiative to celebrate, value and build on achievements as part of the learning journey. | | |

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| **Significant Aspect of Learning: Personal Qualities**  **Determination and Resilience** | | | | | |
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| **Early** | **First** | **Second** | **Third** | **Fourth** | |
| Is learning how to be a good winner and cope appropriately with losing. | | Identifies strategies around competition to cope appropriately with the outcomes. | Initiates and adopts coping strategies in response to the outcomes of competition. | | |
| Stays on task that may at first seem challenging, to achieve success. | Demonstrates persistence when facing a challenge and works to achieve a successful outcome. | Understands and demonstrates the positive link between effort, perseverance, and personal achievement. | | | Demonstrates the effort and perseverance required to work through challenges, thus increasing chances of future success. |
| Identifies and expresses some emotions appropriately e.g. happy/sad and understands how they can affect behaviour. | Recognises a variety of emotions and is developing the ability to manage them appropriately. | Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance.  Develops the ability to manage emotions to enhance performance. | | | Recognises own and other people’s emotions that come from performing and is aware of how they can impact both positively and negatively on performance.  Initiates and adopts a range of strategies to deal with these situations. |

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| **Significant Aspect of Learning: Personal Qualities**  **Responsibility and Leadership** | | | | |
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| **Early** | **First** | **Second** | **Third** | **Fourth** |
| Accepts direction from an adult or peer.  Seeks appropriate help. | Demonstrates a continuing readiness to learn and is developing planning and organisational skills. | Demonstrates planning and organisational skills which are conducive to learning. | Shows an increasing commitment to learning.  Plans and manages learning that satisfies personal needs and interests. | Takes responsibility for learning, independently and/or with others. |
| Is beginning to use self-control when carrying out simple tasks. | Is developing a range of strategies to increase self-control when performing independently and/or with others. | Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others. | Initiates appropriate strategies to address self-control for successful and enjoyable performance. | Independently selects strategies to demonstrate self-control for successful and enjoyable performance. |
| Adopts different roles when working individually or as part of a group. | Adopts a variety of roles that lead to successful outcomes. | | Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success. | Justifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success. |
| Makes choices about learning and playing in a variety of contexts. | Is beginning to identify the role of leader and the associated responsibilities of this role. | Understands and demonstrates a leadership role. | Leads with confidence and respect, taking account of the views of others. Encourages others to lead where appropriate. | Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all. |

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| **Significant Aspect of Learning: Personal Qualities**  **Respect and Tolerance** | | | | | |
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| **Early** | **First** | **Second** | **Third** | | **Fourth** |
| Shares with others and shows consideration during energetic play. | Demonstrates how to include others when completing movement tasks. | Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. | | | Accommodates a variety of abilities and needs as part of an inclusive ethos, showing mutual respect in practice and performance environments. |
| Is aware of ideas, thoughts and feelings of others. | Is open to ideas, thoughts and feelings of others. | Is open to the ideas, thoughts and feelings of others and is developing negotiation skills when dealing with movement challenges. | | Uses negotiation skills when working with others in a variety of movement challenges. | Independently and confidently applies negotiation skills when working with others in a variety of movement challenges. |
| Takes turns with others to use equipment safely. | Engages positively with others to use equipment safely and fairly. | Enhances individual and group enjoyment of physical activity through fair play. | | Modifies rules, equipment and scoring systems to enhance individual and group enjoyment of physical activity through fair play and sportsmanship. | Reflects on the influence of ethical behaviour on the outcome of movement challenges. |

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| **Significant Aspect of Learning: Personal Qualities**  **Communication** | | | | |
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| **Early** | **First** | **Second** | **Third** | **Fourth** |
| Is developing the ability to know when to listen and when to talk when interacting with others. | Listens to the responses of others with respect. Responds appropriately e.g. nodding or agreeing, asking and answering questions. | Takes account of the views of others to build on thinking. Responds appropriately e.g. by asking and answering questions, clarifying points and building on ideas. | Takes account of the views of others and uses these to clarify or adapt thinking. Responds appropriately e.g. asking and answering questions, clarifying or summarising points, building on ideas, challenging opinions and encouraging others to explore/expand upon ideas. | Engages respectfully and confidently with others. Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way supporting and justifying points with evidence or detail. |
| Uses words and/or body language to express ideas, thoughts and feelings. | 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. | Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments e.g. shout and signal for the ball. | Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and applies them appropriately and confidently in practice and performance environments e.g. umpire/referee. | Independently applies knowledge and understanding of a wide range of verbal and non-verbal communication skills for a successful outcome e.g. a winning performance in doubles table tennis. |