**Significant Aspects of Learning at Fourth Level**

Learners demonstrate an increasing confidence as they refine their movement. They are more consistent in the appropriate selection, adaptation and application of skills in increasingly complex games, sports and other indoor and outdoor activities. They can work individually and with others to practise and refine movement patterns and sequences. Learners demonstrate increasing control of their body. They can create, rehearse and perform a broad range of movement skills and sequences with greater consistency and precision.

Learners understand factors that can affect a high quality performance. They can plan and implement strategies to improve their performance. They can use set performance criteria and/or create their own success criteria to evaluate their own performance and that of their peers. They know how to peer assess using supportive language. They accept and can provide constructive feedback that informs next steps and leads to improved performance.

Learners continue to sustain regular and enjoyable moderate to vigorous physical activity. They understand how to develop a plan that identifies an area of performance improvement, carry out the plan, and then evaluate. Learners understand that fitness is influenced by factors such as, ability, values, attitudes and motivation. They can create, implement and justify personal goals based on needs and interests and identify areas for improvement.

Learners understand roles and responsibilities in individual and team sports and demonstrate increasing confidence in leading others. They can negotiate and assign roles in groups and teams and monitor progress. They demonstrate how communication, decision making, goal setting and conflict resolution skills can improve individual and team performance.

Learners understand that participation in physical activity has important health and wellbeing benefits for themselves and others. They can critically evaluate how the community provides for physical activity for individuals with varied abilities, needs and interests. Learners understand that there are individual differences in physical ability and needs and can work cooperatively with peers with diverse capabilities.

They can apply with increasing confidence strategic thinking, proactive decision-making and knowledge of game tactics to solve movement challenges and improve personal and team performance.

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| **Significant Aspect of Learning: Fourth Level** |
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| **Physical Competencies** |
| **Kinaesthetic Awareness**Takes calculated risks showing an awareness of self, others and safety in the practice and performance environments.Consistently and effectively adapts, transfers and improvises movement in the practice and performance environments.Is internally aware when creating and adapting movement sequences in new and challenging situations. | **Balance and Control**Differentiates between movements of different parts of the body with precision e.g. pike headstand.Performs precise transfers of weight with and without equipment involving static and dynamic balance.Confidently and consistently manipulates objects whilst maintaining balance, resulting in high quality performance e.g. reverse pass in hockey. | **Coordination and Fluency**Consistently performs an efficient sequence of movements with accuracy.Consistently demonstrates efficient movement with poise that leads to successful outcomes.Independently selects and applies the key elements of movement that leads to a quality performance. | **Rhythm and Timing**Creates a high quality performance using a variety of stimuli e.g. combination of six basic dance actionsBreaks and re-establishes rhythm in response to both internal and external cues e.g. short tennis drop shot to win an extended base line rally. | **Gross and Fine Motor Skills**Consistently performs specialised movement skills/techniques with precision in practice and performance environments.Transfers skills learned in one performance environment effectively into a different performance environment e.g. hold streamlined position in glide phase of breaststroke/top of straight jump in trampolining.Consistently uses eye/hand and eye/foot coordination as part of skilful performance. |
| **Cognitive Skills: The Key Elements of Decision Making** |
| **Focus and concentration**Consistently pays attention to task and is able to switch from one task to another and filter out distractions. | **Cue recognition**Quickly filters and prioritises verbal, physical and situational cues to respond to movement challenges. | **Sequential thinking**Independently selects, applies and reviews a series of actions that contributes to a successful performance. | **Prioritising**Consistently demonstrates and applies what next?’ as a key element of successful performance. | **Decision Making**Confidently and independently makes decisions under pressure that leads to improved performance. |
| **Cognitive Skills: The Key Elements of Problem Solving** |
| **Multi-processing**Consistently interprets information quickly and accurately from pressured situations that leads to successful outcomes in practice and performance environments.  | **Problem Solving**Consistently selects, adapts and applies the most appropriate strategy and justifies how these decisions can be transferred to other physical environments. | **Creativity**Demonstrates flair, originality, imagination with increasing refinement, that contributes to a quality performance. |  |
| **Significant Aspect of Learning: Fourth Level** |
| **Personal Qualities** |
| **Motivation**Consistently demonstrates self-direction and positive effort in practice and performance environments.Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance.Maximises the factors that motivate and minimises the factors that impede participation in physical activity every day.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. | **Confidence and Self esteem**Independently engages in challenging tasks. Brings the ‘best’ out of the group and allows others to reciprocate.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.Takes the initiative to celebrate, value and build on achievements as part of the learning journey. | **Determination and Resilience**Initiates and adopts coping strategies in response to the outcomes of competition.Demonstrates the effort and perseverance required to work through challenges, thus increasing chances of future success.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. | **Responsibility and Leadership**Takes responsibility for learning, independently and/or with others.Independently selects strategies to demonstrate self-control for successful and enjoyable performance.Justifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success.Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all. | **Respect and Tolerance**Accommodates a variety of abilities and needs as part of an inclusive ethos, showing mutual respect in practice and performance environments.Independently and confidently applies negotiation skills when working with others in a variety of movement challenges.Reflects on the influence of ethical behaviour on the outcome of movement challenges. | **Communication**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. 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.  |

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| **Significant Aspect of Learning: Fourth Level** |
| **Physical Fitness** |
| **Stamina**Makes informed choices and decisions for sustaining moderate to vigorous physical activity.Investigates target training heart rate zones and how these zones relate to fitness and health and wellbeing.Critically analyses local, cultural and social factors that influence participation in physical activity and suggests improvements.Justifies the selection of personal goals for sustaining moderate to vigorous physical activity that leads to improvement.  Applies aerobic/anaerobic systems to support successful performance. | **Speed**Moves at different speeds and changes direction quickly with precision.Consistently accelerates quickly from a stationary position to contribute to successful performance. Consistently applies the use of speed and force with body parts and/or equipment e.g. swivel hips in trampolining.Justifies the selection of personal goals to improve speed.Applies anaerobic system for successful performance. | **Core Stability and Strength**Consistently demonstrates precision through the use of balance, postural control and the links to core stability. Demonstrates the use of speed and force with precision and control e.g. absorbing force when tackling an opponent in rugby.Justifies the selection of personal goals to improve core stability and strength.Consistently applies core stability and strength in physical activities for successful performance.  | **Flexibility**Performs a wide range of dynamic movements with precision.Justifies the selection of personal goals to improve flexibility.Consistently applies flexibility in physical activities to support successful performance. |