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| **Significant Aspect of Learning: Physical Competencies**  **Kinaesthetic Awareness** | | | | |
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| **Early** | **First** | **Second** | **Third** | **Fourth** |
| Is aware of personal space (i.e. where does body end and space begin). | Is aware of the space around them and the space of others and is beginning to use this information to control movements. | Moves efficiently in personal and shared space. | Consistently demonstrates an awareness of self, others and safety in the practice and performance environments. | Takes calculated risks showing an awareness of self, others and safety in the practice and performance environments. |
| Moves at different speeds, levels and directions with others in a designated space. | Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level. | Performs and refines movement with a focus on quality, using different speeds/pathways/levels. | Performs, adapts and refines a variety of movements with a focus on quality, using different speeds/pathways/levels. | Consistently and effectively adapts, transfers and improvises movement in the practice and performance environments. |
| Is aware of body parts and body positions when performing a range of different movements. | | Is internally aware of body parts and adopts body positions effectively in a variety of challenging situations. | Is internally aware when co-ordinating hand-eye/hand- foot movements to control different pieces of equipment e.g. drop shot in badminton. | Is internally aware when creating and adapting movement sequences in new and challenging situations. |

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| **Significant Aspect of Learning: Physical Competencies**  **Balance and Control** | | | | | |
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| **Early** | | **First** | **Second** | **Third** | **Fourth** |
| Shows control of personal space and body parts when moving. | | Manipulates parts of the body when moving with purpose. | Differentiates between movements of different parts of the body, with a focus on quality; e.g. rolling segmentally, leading first with the head, followed by the shoulders and then the pelvis. | Differentiates between movements of different parts of the body with control e.g. front crawl. | Differentiates between movements of different parts of the body with precision e.g. pike headstand. |
| Holds balances in various shapes and maintains balance when moving. | | Holds balances in various shapes with and without equipment and describes what helps to maintain balance. | Combines and applies static and dynamic balance with and without equipment at different speeds, directions and levels e.g. dodging and feinting. | Performs smooth transfers of weight with and without equipment involving static and dynamic balance. | Performs precise transfers of weight with and without equipment involving static and dynamic balance. |
| Is beginning to manipulate objects as part of energetic play. | Manipulates objects whilst maintaining balance e.g. receiving and sending a ball with the preferred foot. | | Manipulates objects whilst maintaining balance to result in desired outcomes. e.g. baton changeover in relay race. | Manipulates objects with precision whilst maintaining balance, resulting in high quality performance  e.g. set shot in basketball. | Confidently and consistently manipulates objects whilst maintaining balance, resulting in high quality performance e.g. reverse pass in hockey. |

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| **Significant Aspect of Learning: Physical Competencies**  **Coordination and Fluency** | | | | |
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| **Early** | **First** | **Second** | **Third** | **Fourth** |
| Links movements together (moves body or parts of body in order). | Links and orders a series of movements with and without equipment to perform a sequence e.g. hopscotch. | Performs a sequence of movements with a clear beginning, middle and end with increasing fluency e.g. pass and move. | Performs a fluent sequence of movements with confidence. | Consistently performs an efficient sequence of movements with accuracy. |
| Is beginning to move with purpose. | Moves with purpose demonstrating balance, control and rhythm. | Moves with purpose and confidence, demonstrating balance, control and rhythm. | Demonstrates efficient movement that leads to successful outcomes. | Consistently demonstrates efficient movement with poise that leads to successful outcomes. |
| Is developing knowledge and understanding of what a quality movement looks like and feels like. | Demonstrates knowledge and understanding of what a quality movement looks like and feels like. | Explains what a quality movement looks like and feels like to help modify and improve performance. | Evaluates the key elements of movement that leads to a quality performance. | Independently selects and applies the key elements of movement that leads to a quality performance. |

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| **Significant Aspect of Learning: Physical Competencies**  **Rhythm and Timing** | | | | |
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| **Early** | **First** | **Second** | **Third** | **Fourth** |
| Demonstrates how to use repeated patterns of movement to create simple sequences e.g. one foot to two feet jumping. | | Creates sequences of movement using a variety of stimuli with a focus on quality, leading to successful outcomes. | Creates sequences of movement using a variety of stimuli with a focus on quality, leading to successful performance. | Creates a high quality performance using a variety of stimuli e.g. combination of six basic dance actions |
| Responds with movement e.g. jump-clap-turn to recognised rhythm, beat, music and words to create an appropriate tempo . | 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. | Maintains rhythm with or without equipment e.g. players pass and move, keeping possession of the ball.  Performs actions that involve a transition from one phase to another e.g. forward roll into straight jump. | Creates and establishes a rhythm to make the opportunity for timing available e.g. fluent passing round the key then player cuts to basket.  Performs actions that involve a smooth transition from one phase to another e.g. dance sequence; jump, clap, slide and pause (1,2,3,4) | Breaks 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. |

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| **Significant Aspect of Learning: Physical Competencies**  **Gross and Fine Motor Skills** | | | | | |
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| **Early** | **First** | **Second** | **Third** | | **Fourth** |
| Performs basic components of movement e.g. run, jump, gallop, transfer of weight from one foot to another. | Performs movement skills in simple activities e.g. skipping. | Performs movement skills with confidence e.g. using active footwork to move to a space to receive the netball. | | Performs specialised movement skills/techniques with precision in practice and performance environments e.g. sprint forward, trap ball, pass and move to support possession. | Consistently performs specialised movement skills/techniques with precision in practice and performance environments. |
| Is beginning to perform movement skills in sequence e.g. catch an object with two hands. | Performs movement skills in sequence e.g. jump from bench and cushion the landing whist staying in balance. | Performs movement skills in sequence with confidence e.g. keeping ball up with bat/racquet. | | Transfers skills learned in one performance environment to a different performance environment e.g. overarm throw /overhead shot in badminton. | 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. |
| Is beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills e.g. pass object from one hand to the other. | 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. | Demonstrates eye/hand and eye/foot co-ordination to execute movement skills e.g. striking a ball with a bat/kicking a ball towards a target. | | Uses eye/hand and eye/foot coordination as part of skilful performance. | Consistently uses eye/hand and eye/foot coordination as part of skilful performance. |