|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Significant Aspect of Learning: Physical Fitness**  **Stamina** | | | | | |
|  | | | | | |
| **Early** | | **First** | **Second** | **Third** | **Fourth** |
| Sustains energetic levels of play/activity | | Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge. | Understands and demonstrates how to sustain moderate to vigorous physical activity that provides challenge. | Takes responsibility for sustaining moderate to vigorous physical activity that provides challenge. | Makes informed choices and decisions for sustaining moderate to vigorous physical activity. |
| Recognises different body parts required to sustain energetic activity. | | Describes how the body feels during and after sustained activity. | Understands heart rate and how to measure it. | Measures heart rate, pays attention to breathing rate and ability to talk in order to monitor body’s reaction to physical activity. | Investigates target training heart rate zones and how these zones relate to fitness and health and wellbeing. |
| Identifies different ways to be physically active. | Describes in simple terms the reasons why people participate in physical activity. | | Describes how personal preference and choice can influence participation in physical activity. | Demonstrates and explains why some cultural and social factors influence participation in physical activity. | Critically analyses local, cultural and social factors that influence participation in physical activity and suggests improvements. |
|  | Sets targets for sustaining moderate to vigorous physical activity. | | Sets personal goals for sustaining moderate to vigorous physical activity that leads to improvement. | Creates, implements and monitors personal goals for sustaining moderate to vigorous physical activity that leads to improvement. | Justifies the selection of personal goals for sustaining moderate to vigorous physical activity that leads to improvement. |
| Describes how the body changes when engaged in moderate to vigorous activity. | Understands stamina in simple terms and how it affects health and ability to perform. | | Identifies types of physical activity where stamina is key to success. | Demonstrates stamina in physical activity to support successful performance. | Applies aerobic/anaerobic systems to support successful performance. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Significant Aspect of Learning: Physical Fitness**  **Speed** | | | | | |
|  | | | | | |
| **Early** | | **First** | **Second** | **Third** | **Fourth** |
| Moves at different speeds – slowly, steadily and quickly. | | Moves at different speeds and is able to maintain balance whilst changing direction quickly. | Moves at different speeds and changes direction quickly in balance and with control. | Moves at different speeds and changes direction quickly with precision. | |
| Starts and stops quickly. | | Demonstrates short bursts of fast movement from stillness. | Accelerates quickly from a stationary position. | Accelerates quickly from a stationary position in response to movement challenges e.g. moves quickly to close down opponent. | Consistently accelerates quickly from a stationary position to contribute to successful performance. |
| Moves parts of the body at different speeds. | Moves parts of the body using different speeds and force. | | Experiments with the use of speed and force with body parts and/or equipment e.g. fast arm when throwing a ball. | Demonstrates the use of speed and force with body parts and/or equipment with control e.g. arm pull phase in front crawl. | Consistently applies the use of speed and force with body parts and/or equipment e.g. swivel hips in trampolining. |
|  |  | | Sets personal goals to improve speed. | Creates, implements and monitors personal goals to improve speed. | Justifies the selection of personal goals to improve speed. |
| Understands speed in simple terms. | Understands speed in simple terms and how it affects ability to perform. | | Identifies physical activities where speed is key to success. | Demonstrates speed in physical activities for successful performance. | Applies anaerobic system for successful performance. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Significant Aspect of Learning: Physical Fitness**  **Core Stability and Strength** | | | | |
|  | | | | |
| **Early** | **First** | **Second** | **Third** | **Fourth** | |
| Is developing postural control when performing physical actions. | Shows postural control when starting, stopping, being still, moving and changing direction. | Shows postural control when performing physical actions with accuracy. | Demonstrates the use of balance, postural control and the links to core stability. | Consistently demonstrates precision through the use of balance, postural control and the links to core stability. | |
| Moves in control and maintains shape. | Describes where ‘core’ is and demonstrates how it supports the body. | Explains and demonstrates how to make a balance more stable. |  | | |
| Holds body weight/position of stillness for short periods of time. | Holds body weight in a variety of positions. | Experiments with the use of speed and force with body parts and/or equipment e.g. absorbing force with the ankles, knees and hips during landing. | Demonstrates the use of speed and force with precision and control e.g. absorbing force when tackling an opponent in rugby. | | |
|  |  | Sets personal goals to improve core stability and strength. | Creates, implements and monitors personal goals to improve core stability and strength. | Justifies the selection of personal goals to improve core stability and strength. | |
|  |  | Identifies physical activities where core stability and strength are key to success. | Demonstrates core stability and strength in physical activities for successful performance. | Consistently applies core stability and strength in physical activities for successful performance. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Significant Aspect of Learning: Physical Fitness**  **Flexibility** | | | | |
|  | | | | |
| **Early** | **First** | **Second** | **Third** | **Fourth** |
| Moves freely across a full range of movement. | Uses a full range of movement to perform actions effectively. | Performs a range of effective, dynamic movements specific to physical activities. | | Performs a wide range of dynamic movements with precision. |
|  |  | Understands the impact of flexibility on everyday life and sets personal goals to improve. | Explains the benefits associated with flexibility to everyday life.  Creates, implements and monitors personal goals to improve flexibility. | Justifies the selection of personal goals to improve flexibility. |
|  | Understands flexibility in simple terms and how it affects everyday life and ability to perform. | Identifies physical activities where flexibility is key to success. | Demonstrates flexibility in physical activities to support successful performance. | Consistently applies flexibility in physical activities to support successful performance. |