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| **Physical Education**  **First Level** | **Suggested line of progression**  **(Progression Framework)** | | |
| I am discovering ways that  I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.  **HWB 1-21a**  I am developing skills and techniques and improving  my level of performance.  **HWB 1-22a** | I can / I am able to:   * Show awareness of space and the space of others and use this information to control my movements. (Physical Competencies) * Show changes in speed, direction and level. (Physical Competencies) * Show awareness of body parts and body positions  when performing a range of different movements. (Physical Competencies) * Manipulate parts of the body when moving with purpose. (Physical Competencies) * Show postural control when starting, stopping and changing direction. (Physical Competencies) * Hold balances in various shapes with and without equipment and describe what helps to maintain balance. (Physical Competencies) * Manipulates objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. (Physical Competencies) * Move body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence. (Physical Competencies) * Links a series of movements with and without equipment to perform a sequence, for example, hopscotch. (Physical Competencies) * Move with purpose demonstrating balance, control and rhythm. (Physical Competencies) * Demonstrate short bursts of fast movement from stillness. (Physical Competencies) * Move at different speeds and maintain my balance whilst changing direction quickly. (Physical Competencies) * Use repeate5d patterns of movement to create simple sequences, for example, one foot to two feet jumping. (Cognitive Skills) * Participate in moderate to vigorous physical activity and sustain a level of activity that provides challenge. (Physical Fitness) | I can / I am able to:   * Perform movement skills in simple activities, for example, skipping. (Physical Competencies) * Perform movement skills in sequence, for example, jump from bench and cushion the landing while staying  in balance. (Physical Competencies) * Moves parts of the body using different speeds and force. (Physical Fitness) * Demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight  of the ball with the eyes, then catch it. (Cognitive Skills) * Focuses attention in more demanding situations, for example, working with a partner or in a small group. (Cognitive Skills) * Recognises and responds to both internal and external cues at the same time, for example, follow the leader. (Cognitive Skills) * Plans and creates a sequence of actions, for example, bounce the ball three times, then change direction and change how you travel with the ball. (Cognitive Skills) * 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. (Cognitive Skills) * Combines actions to create movement sequences independently and with others in response to stimuli, for example, music, words. (Cognitive Skills) * Demonstrates flair, originality, and imagination when performing. (Cognitive Skills) | I can / I am able to:   * Uses a full range of movement to perform actions effectively. (Physical Competencies) * Demonstrates understanding of speed, stamina and flexibility in simple terms and how it affects ability to perform. (Cognitive Skills) * Describes where ‘core’ is and demonstrates how it supports the body. (Physical Fitness) * Understand what a quality movement looks like and feels like. (Cognitive Skills) * Makes decisions when presented with two or three different options and can explain why. (Cognitive Skills) * Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, ‘Simon Says’. (Cognitive Skills) * Demonstrates adaptability when finding different solutions to solve problems. (Cognitive Skills) |

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| **Physical Education**  **First Level** | **Suggested line of progression**  **(Progression Framework) I can / I am able to:** | | |
| I can follow and understand  rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.  **HWB 1-23a** | I can / I am able to:   * Shows an enthusiasm to participate. Enjoys being challenged. (Personal Qualities) * Include others when completing movement tasks. (Personal Qualities) * Engage positively with others to use equipment safely and fairly. (Personal Qualities) | I can / I am able to:   * Identifies and describes reasons why people participate  in physical activity, for example, to have fun, to be healthy, to set individual goals or to belong to a group. (Physical Fitness | I can / I am able to:   * Recognises and responds to both internal and external motivation to:   + set targets   + achieve personal goals   + improve performance (Personal Qualities) * Sets targets for sustaining moderate to vigorous physical activity. (Physical Fitness) * Demonstrates a continuing readiness to learn  and is developing planning and organisational skills. (Personal Qualities) |

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| **Physical Education**  **First Level** | **Suggested line of progression**  **(Progression Framework)** | | |
| I can recognise progress and achievement by discussing  my thoughts and feelings and giving and accepting feedback.  **HWB 1-24a** | I can / I am able to:   * Describe how the body feels during and after sustained activity. (Physical Fitness) * Explain speed in simple terms and how it affects ability to perform (Physical Fitness) * Recognise a variety of emotions and am developing my ability to manage them appropriately. (Personal Qualities) * Describe in simple terms the reasons why people participate in physical activity. (Physical Fitness) | I can / I am able to:   * Celebrates, values and uses achievements as part of improving performance. (Personal Qualities) * Demonstrates how to include others when completing movement tasks. (Personal Qualities) * Identifies and discusses how to be a good winner  and cope appropriately with losing. (Personal Qualities) | I can / I am able to:   * Has a positive awareness of self as physical competencies improve. (Personal Qualities) * Discusses learning and identifies strengths and next steps. (Personal Qualities) * Responds and contributes to self and peer assessment with respect. (Personal Qualities) * Demonstrates persistence when facing a challenge  and works to achieve a successful outcome. (Personal Qualities) * Develops a range of strategies to increase self-control when performing independently and/or with others. (Personal Qualities) * Adopts a variety of roles that lead to successful outcomes. (Personal Qualities) * Identifies and discusses the role of leader and the associated responsibilities. (Personal Qualities) * Listens to and responds to the ideas, thoughts andfeelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answeringquestions. (Personal Qualities) * 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, for example, uses eye contact, body language and gestures. (Personal Qualities) |