|  |  |  |  |
| --- | --- | --- | --- |
| **Physical Education**  **Second Level** | **Suggested line of progression**  **(Progression Framework)** | | |
| As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.  **HWB 2-21a**  I practise, consolidate and refine my skills to improve my performance.  **HWB 2-22a** | I can / I am able to:   * Move efficiently within personal space. (Physical Competencies) * Move efficiently in shared spaces without collision. (Physical Competencies) * Accelerate quickly from a standing position. (Physical Fitness) * Self-motivated and demonstrates positive effort whilst practicing. (Personal Qualities) * Differentiates between movements of different body parts with a focus on quality. (Physical Competencies) * Demonstrate hand/eye or hand/foot co-ordination to execute basic movement skills such as kicking a ball or striking a ball with a bat. (Cognitive Skills) * Move with confidence demonstrating balance, control and rhythm. (Physical Competencies) * Perform a sequence of movements with clear beginning, middle and end sections. (Physical Competencies) * Recognise a range of cues and begins to prioritise those that require a response first. (Cognitive Skills) * Plan a series of three or more actions to address a simple movement challenge. (Cognitive Skills) * Describe how personal preferences can influence participation in physical activity. (Physical Fitness) * Identify a type pf physical activity where stamina, speed, strength and flexibility essential for success. (Physical Fitness) * Move at different speeds whilst changing direction with balance and control. (Physical Fitness) | I can / I am able to:   * Perform movements with confidence. (Physical Competencies) * Perform movement skills in sequence with confidence. (Physical Competencies) * Perform and refine movement with quality using different levels/speeds/pathways. (Physical Competencies) * Combine and apply static and dynamic balances at different levels, directions and speeds. For example, ducking, dodging. (Physical Competencies) * Manipulate objects whilst maintain balance in response to challenge. (Physical Competencies) * Explain what quality movement looks and feels like, and the impact it can have on performance. (Physical Competencies) * Create a sequence of movement in response to stimuli. (Physical Competencies) * Maintain rhythm with and without equipment. For example, pass and move. (Physical Competencies) * Create and adapt sequences in response to stimuli both with support from others and independently. (Cognitive Skills) * Demonstrate flair, originality and imagination when performing. (Cognitive Skills) * Recognise the importance of specific moments or actions in a sequence and select an effective order of movements. (Cognitive Skills) * Manage impulses to stay focussed on task and filter out distractions. (Cognitive Skills) * Demonstrate self-reliance when encountering new challenges in familiar and unfamiliar situations. (Personal Qualities) * Understand how to sustain moderate to vigorous physical activity to provide challenge. (Physical Fitness) * Set personal goals for moderate to vigorous physical activity to achieve improvement. (Physical Fitness) * Set goals to improve stamina, speed, strength and flexibility. (Physical Fitness) * Perform a range of activity specific movement skills. (Physical Fitness) | I can / I am able to:   * Demonstrate understanding of heart rates and how to measure. (Physical Fitness) * Internally aware of body parts and can adopt body positions effectively whilst in challenging situations. (Physical Competencies) * Explain and demonstrate how a balance can be made more stable. (Physical Fitness) * Show postural control when performing physical movements with accuracy. (Physical Fitness) * Perform actions that involve transition from one phase to another. For example, forward roll into a straight jump. (Physical Competencies) * Experiment with the use of speed and force – speed/force of a body part and speed/force of a piece of equipment. (Physical Fitness) * Take in and understand several pieces of information simultaneously from different sources which contributes to successful performance. (Cognitive Skills) * Make focussed decisions when presented with a larger number of options. (Cognitive Skills) * Adapt previous plans, movements and strategies to find appropriate solutions and is able to explain why these adaptations are appropriate. (Cognitive Skills) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical Education**  **Second Level** | **Suggested line of progression**  **(Progression Framework)** | | |
| While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a** | I can / I am able to:   * Demonstrates understanding of positive link between effort, perseverance, and personal achievement. (Personal Qualities) * Listens and responds to ideas, thoughts and feelings of others. (Personal Qualities) * Enhances enjoyment of physical activity for all by engaging in fair play. (Personal Qualities) * Demonstrates planning and organisational skills which are conducive to learning. (Personal Qualities) | I can / I am able to:   * Identify and discuss strategies around competition to cope appropriately with the outcomes. (Personal Qualities) * Contribute to positive ethos through showing mutual respect to peers in practice and performance contexts. (Personal Qualities) * Recognise the variety of emotions involved with performance and the impact they may have on behaviour. (Personal qualities) * Identify and adopt appropriate strategies to increase self-control when performing in team and individual contexts. (Personal Qualities) * Adopt a variety of roles within the context that can lead to success. (Personal Qualities) | I can / I am able to:   * Demonstrate an understanding of leadership roles. (Personal Qualities) * Developing negotiation skills when dealing with group challenges. (Personal Qualities) * Develop the ability to manage emotions to enhance performance. (Personal Qualities) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical Education**  **Second Level** | **Suggested line of progression**  **(Progression Framework)** | | |
| By reflecting on my own and others’ work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.  **HWB 2-24a** | I can / I am able to:   * Demonstrate an understanding that all participants play a role in encouraging others. (Personal Qualities) * Celebrate, value and use past achievement as part of development process. (Personal Qualities) | I can / I am able to:   * Explain factors that impact participation in physical activity such as attitude, access, preference. (Personal Qualities) * Initiate and co-operate with others whilst providing support and encouragement. (Personal Qualities) * Takes account of views of others. Use questioning to clarify and build on these ideas. (Personal Qualities) | I can / I am able to:   * Sets and works towards personal goals based on knowledge and understanding of what makes a good performance. (Personal Qualities) * Self and peer assess to provide constructive feedback to improve performance. (Personal Qualities) * Demonstrate understanding of a range of verbal and non-verbal communication skills and able to apply in practice and performance contexts. (Personal Qualities) |