|  |  |
| --- | --- |
| **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)
 |