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| **Physical Education****Third 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 3-21a**I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.**HWB 3-22a** | I can / I am able to:* Self-motivated and demonstrates self-direction and positive effort in both practice and performance environments (Personal Qualities)
* Demonstrate an awareness of self, others consistently in practice and performance environments. (Physical Competencies)
* Demonstrate awareness of safe working practices consistently in practice and performance environments. (Physical Competencies)
* Take responsibility for sustaining moderate to vigorous physical activity that provides challenge. (Physical Fitness)
* Explain the benefits associated with of balance, stamina, postural control, strength, speed, core stability and flexibility to everyday life. (Physical Fitness)
* Explain why some cultural and social factors influence participation in physical activity. (Physical Fitness
* Demonstrate the use of balance, stamina, postural control, strength, speed, core stability and flexibility to support successful performance. (Physical Fitness)
* Perform, adapt and refine a variety of movements with a focus on quality, using different speeds/pathways/levels. (Physical Competencies)
* Differentiate between the actions of different body parts working simultaneously, for example, front crawl. (Physical Competencies)
* Perform a range of effective, dynamic movements specific to physical activities. (Physical Fitness)
* Perform a fluent sequence of movements with confidence. (Physical Competencies)
* Create sequences of movement using a variety of stimuli or themes with a focus on quality. (Physical Competencies)
* Switch concentration from one task to another fluently and quickly by filtering out distractions. (Cognitive Skills)
* Prioritise the order in which cues are responded to. (Cognitive Skills)
 | I can / I am able to:* Use eye/hand and eye/foot coordination as part of skilful performance. (Physical Competencies)
* Is internally aware when co-ordinating hand-eye/hand-foot movements to control different pieces of equipment, for example, drop shot in badminton. (Physical Competencies)
* Demonstrate efficient movement that leads to successful outcomes. (Physical Competencies)
* Perform specialised movement skills/techniques with precision. (Physical Competencies)
* Perform smooth transfers of weight with and without equipment whilst remaining well balanced. (Physical Competencies)
* Create movement sequences with precision, independently and with others. (Cognitive Skills)
* Evaluate the key elements of a movement or skill that lead to quality performance. (Physical Competencies)
* Move at different speeds and changes direction quickly with precision. (Physical Fitness)
* Accelerate quickly from a stationary position in response to movement challenges, for example, moves quickly to close down opponent. (Physical Fitness)
* Plan, perform and review a series of actions to address movement challenges, for example, triple jump. (Cognitive Skills)
* Perform actions that involve a smooth transition from one phase to another, for example; jump, clap, slide and pause linked together in a dance sequence. (Physical Competencies)
* Recognise and act upon the importance of ‘what’s next?’ as a key element within a sequence of actions, for example, receives a pass, feints, then passes to unmarked team-mate. (Cognitive Skills)
* Maximise the factors that enable, and minimise the factors that impede participation in daily physical activity. (Cognitive Skills)
* Measure heart rate, pay attention to breathing rate and ability to maintain conversation, in order to monitor body’s reaction to physical activity. (Physical Fitness)
 | I can / I am able to:* Demonstrate the use of force and speed (with body parts and/or equipment) with precision and control, for example, absorbing force when tackling an opponent in rugby. (Physical Fitness)
* Create, implement and monitor personal goals to improve balance, stamina, postural control, strength, speed, core stability and flexibility. (Physical Fitness)
* Create, implement and monitors personal goals for sustaining moderate to vigorous physical activity. (Physical Fitness)
* Manipulate objects with precision while maintaining balance, for example, set shot in basketball. (Physical Competencies)
* Create and establish a rhythm to make the opportunity for timing available, for example, fluent passing round the key then player cuts to basket at appropriate opportunity. (Physical Competencies)
* Demonstrate flair, originality and imagination with increasing refinement and confidence. (Cognitive Skills)
* Take responsibility for decisions under pressure that lead to improved performance. (Cognitive Skills)
* Interpret information quickly and respond in pressured situations. (Cognitive Skills)
* Transfer skills learned in one performance environment to a different one, for example, overarm throw /overhead shot in badminton. (Physical Competencies)
* Select, adapt and apply the most appropriate strategy when solving familiar and unfamiliar movement challenges. (Cognitive Skills)
* Use a range of critical and creative thinking skills to assist in planning and setting goals to improve performance, for example, negotiation and review. (Cognitive Skills)
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| **Physical Education****Third Level** | **Suggested line of progression****(Progression Framework)** |
| I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. **HWB 3-23a**I can analyse and discuss elements of my own and others’ work, recognising strengths and identifying areas where improvements can be made. **HWB 3-24a** | I can / I am able to:* Show an increasing commitment to learning. (Personal Qualities)
* Demonstrate understanding of the positive link between effort, perseverance, and personal achievement. (Personal Qualities)
* Demonstrate self-reliance and self-worth through engaging in challenging tasks. (Personal Qualities)
* Demonstrate the value of positive relationships while working and learning with others. (Personal Qualities)
* Show an understanding that we all play a role in encouraging others. (Personal Qualities)
* Contribute to an inclusive ethos, showing mutual respect in practice and performance environments. (Personal Qualities)
* Take account of the views of others and responds appropriately. (Personal Qualities)
* Recognise the variety of emotions that are associated with performing and the impact they can have on behaviour and performance. (Personal Qualities)
* Plan and manage learning that satisfies personal needs and interests. (Personal Qualities)
 | I can / I am able to:* Develop the ability to manage emotions to enhance performance. (Personal Qualities)
* Initiate and adopt coping strategies in response to the outcomes of competition, for example, self-talk. (Personal Qualities)
* Understand and use appropriate strategies to address self-control for successful and enjoyable performance. (Personal Qualities)
* Take the initiative to celebrate, value and build on achievements as part of the learning journey. (Personal Qualities)
* Constructs (individually or with others) criteria to evaluate personal and group performance. (Personal Qualities)
* Self-assess and act as a peer assessor to provide constructive feedback to help self/peers improve performance. (Personal Qualities)
* Use negotiation skills when working with others in a variety of movement challenges. (Personal Qualities)
* Demonstrate understanding of a range of verbal and non-verbal communication skills and apply them with confidence in a number of roles – for example, as a referee or coach. (Personal Qualities)
 | I can / I am able to:* Identify the strengths of individuals/group to assign appropriate roles and tactics to maximise success. (Personal Qualities)
* Lead with confidence and respect, taking account of the views of others. Encourage others to lead where appropriate. (Personal Qualities)
* Modify rules, equipment and scoring systems to enhance individual and group enjoyment of physical activity through fair play and etiquette. (Personal Qualities)
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