## Physical Education, P Scale

## P1(i) - Physical Education

## 1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]
1.2 I can experience light patterns. [3]
1.3 I can experience music. [5]
1.4 I can experience a combination of action with sound. [7]
1.5 I can experience movement. [9]

## 2. The learner will encounter activities and experiences

2.1 I can make a startled response to a sudden noise. [2]
2.2 I can make a startled response to a sudden movement. [4]
2.3 I can make a startled response to a sudden bright light. [6]
2.4 I can be passive or resistant. [8]

## P1(ii) - Physical Education

## 1. The learner will show emerging awareness of activities and experiences

## 2. The learner will show intermittent reactions

1.1 I can make a brief response to sound. [11]
1.2 I can make a brief response to a picture. [13]
1.3 I can make a brief response to music. [15]
1.4 I can make a brief response to physical sensory source. [17]
1.5 I can make a brief response to light patterns. [18]
2.1 I can react to movement. [12]
2.2 I can react to physical contact. [14]
2.3 I can react to a change in temperature. [16]
1.6 I can make a brief response to a

## P2(i) - Physical Education

## 1. The learner will react to new activities and experiences

1.1 I can react to unfamiliar sounds. [21]
1.2 I can react to unfamiliar images. [24]
1.3 I can react to a new task. [26]

## 2. The learner will begin to show interest in people, events and objects

2.1 I can respond consistently to familiar people. [22]
2.2 I can respond consistently to familiar events. [25]
2.3 I can respond
consistently to familiar objects. [27]

## 3. The learner will participate in shared activities

3.1 I can engage in coactive exploration. [23]
1.4 I can react to a new experience. [28]

## P2(ii) - Physical Education

| 1. The learner will com municate consiste nt prefer ences | 2. The learner will com municate affective response s | 3. The learner will recognis e familiar people, events and objects | 4. The learner will perform simple actions. | 5. The learner will reme mber learned r esponses | 6. The learner will parti cipate in shared activities |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.1 I can communicat e preference for certain images. [30] | 2.11 can respond with volume variation. [31] | 3.1 I can recognise familiar people. [32] | 4.1 I can attempt to perform a simple action. [33] | 5.1 I can remember learned responses over short periods of | 6.11 can co-operate with shared exploration. [35] |


| 1.2 I can <br> communicat | 2.2 I can <br> respond to |
| :--- | :--- |
| e preference | specific <br> spr certain |
| sounds. $[36]$ | stimulation. |

3.2 I can recognise familiar events. [38]
4.21 can use trial and improvemen $t$ to perform an action. [39]
3.31 can recognise familiar objects. [41]

## P3(i)-Physical Education

1. The
learner
will
request
events or
activities
2. The
learner
will parti
cipate in
shared
activities
3. The
4. The learner
will
sustain c oncentra tion. learner will explore materials
5. The learner will perform simple actions.
6. The learner will reme mber learned $\mathbf{r}$ esponses

| 5.1 I can | 6.1 I can |
| :---: | :---: |
| perform | remember |
| simple | learned |
| actions. [47] | responses |
|  | over |
|  | extended |
|  | periods. |
|  | [48] |


| 5.21 can | 6.21 can |
| :---: | :---: |
| observe the | remember a |
| result of my | learned |
| action. [49] | activity. [50] |
| 5.31 can | 6.31 can |
| demonstrat | remember |
| e an | the purpose |
| awareness | of |
| of change | equipment. |
| as a result | [52] |
| of my |  |
| action. [51] |  |

1.1 I can request for an event or activity. [43]
2.11 can participate in shared exploration with less support. [44]
6.21 can co-operate with
supported participation
. [40]

## P3(ii) - Physical Education

1. The
learner will
initiate
interaction
s and
activities.
2. The
learner will
remember
learned
responses.
3. The
learner wil respond to options and choices.
2.11 can
remember learned responses over increasing periods. [55]
1.21 can
initiate interactions with familiar people. [59]
1.3 I can
initiate
activities with familiar people. [63]
familiar people. [54]
2.21 can anticipate familiar events. [60]
$\quad 3.1$ I can
respond to an
option or
choice. [56]
3.21 can demonstrate dissatisfaction. [61]
3.31 can demonstrate satisfaction. [64]
4. The
learner will
actively
explore
objects and
events.
4.11 can
actively
explore objects. [57]
5. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
6. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
7. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
8. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
9. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
10. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
11. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
12. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
5.1 I can attempt to solve simple problems. [58]
4.21 can
actively explore events. [62]
3.4 I can indicate preference. [66]
4.31 can remain interested in an activity for a short period. [65]

$\frac{\frac{\text { demonstrate simple }}{\text { movement patterns. }}}{[68]} \quad \frac{$|  appropriately to  |
| :--- |
|  simple commands.  |}{$[69]$}

1.21 can
demonstrate single
actions. [72]
equipment
frequently used in activities. [70]
3.2 I can select the correct equipment for a game. [73]
some basic
awareness of cause and effect. [71]
4.2 I can respond to praise by repeating an action. [74]

## P5 - PE

| 1. The learner will link two actions in a sequenc e | 2. The learner will follow simple in struction s | 3. The learner will explore a variety of move ments and show some aw areness of space | 4. The learner will unde rstand some basic concepts | 5. The learner will take turns with a partner or in a small group | 6. The learner will recognis e and collect, on request, familiar pieces of equipme nt |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { 1.1 I can } \\ & \text { perform two } \\ & \text { separate } \\ & \text { actions. [76] } \end{aligned}$ | $\begin{aligned} & \text { 2.1 I can } \\ & \text { follow } \\ & \text { simple } \\ & \text { instructions. } \\ & \text { [77] } \end{aligned}$ | 3.1 I can perform a variety of movements. [78] | 4.1 I can demonstrat e an underst anding of some basic concepts. [79] | 5.1 I can be patient and wait for my turn. [80] | 6.11 can recognise familiar pieces of equipment. [81] |
| 1.21 can link two actions in a sequence. [82] |  | 3.21 can explore movement in water. [83] |  | 5.21 can take turns with a partner. [84] | 6.21 can <br> collect <br> familiar <br> pieces of <br> equipment. <br> [85] |
|  |  | 3.31 can demonstrat e some awareness of space. [86] |  | 5.31 can take turns when part of a group. [87] |  |

> 3.4 I can $\underline{\text { move within }}$ $\frac{\text { the }}{\text { available }}$
space
safely. [88]

P6 - PE

| 1. The | 2. The |
| :--- | :--- |
| learner will | learner will <br> move in a <br> work in |
| pairs and | variety of <br> ways |
| small |  |
| groups coo |  |
| peratively |  |

3. The
learner will
link
movements
in a simple
sequence

| 4. The | 5. The |
| :--- | :--- |
| learner will | learner will |
| recognise | throw and |
| small and | kick a ball, <br> large |
| but lack <br> apparatus <br> direction |  |

3.1 I can link movements in simple sequences. and use them with some basic control
$\quad$ 1.1 I can work

appropriately $\quad$| 2.1 I can |
| :---: |
| move in a | [92]

| 1.2 I can work <br> appropriately in | 2.2 I can <br> move in |
| :--- | :--- |
| a group <br> activity. [95] | different <br> directions. [96] |

1.3 I can
follow
instructions.
[99]
1.4 I can stay
on task. [101]

## P7 - PE

| 1. The | 2. The | 3. The | 4. The | 5. The | 6. The |
| :--- | :--- | :--- | :--- | :--- | :--- |
| learner | learner | learner | learner | learner | learner |
| will | will use | will | will work | will | will be |

[^0]express t control hemselv es dination through repetitiv $e$ and simple s equence s and mo vement patterns
1.11 can
perform a simple movement pattern. [104]
1.21 can perform a sequence of simple movements. [110]
1.3 I can
experiment
with moving
in different
ways. [116]

| 2.1 I can | 3.1 I can | 4.1 I can |
| :---: | :---: | :---: |
| demonstrat | "start" | work |
| e various | under | cooperativel |
| control | command, | $y$ with |
| skills. [105] | with some | another |
|  | accuracy. [106] | person. [107] |


| 5.1 I can | 6.1 I can |
| :---: | :---: |
| wait for my | aware of |
| turn | changes to |
| patiently. | my body |
| [108] | from |
|  | exercise. <br> [109] |


| 3.2 I can <br> "stop" under | 4.2 I can <br> work |
| :--- | :--- |
| command, | cooperativel |
| with some | y with two |
| accuracy. | other <br> [112] |
|  | people. |
| [113] |  |

$\quad 5.2$ I can
share
equipment
with others.
[114]
aware of
the changes
that
happen
to their bodies
when
they are active [109]
6.21 can describe how I feel after participating in different activities. [115]

P8-PE

| 1. The | 2. The | 3. The | 4. The | 5. The | 6. The |
| :--- | :--- | :--- | :--- | :--- | :--- |
| learner | learner | learner | learner | learner | learner |
| will | will | will use | will be | will play | will |
| move | follow | small | aware of | simple | recognis |
| with | and | and | space, th | games | e the |
| some | imitate s | large | emselves | and may | changes |
| control | equence | apparatu | and | require | that |
| and coor | s and | s safely | others | support | happen |
| dination | patterns |  |  | to keep | to their |
|  | in their |  |  | score | bodies |
|  | moveme |  |  | and | when |
|  |  |  |  |  |  |

## nts

1.21 can perform various actions with control and coordination . [126]
1.1 I can move with some control and coordination - [120]
2.1 I can imitate simple movements. [121]
2.31 can combine a series of movements. [132]
2.4 I can repeat a series of combined movements. [135]

## follow they are game rules active

4.11 am aware of the space around me. [123] use small apparatus safely. [122]
5.1 I can participate in command based games. [124]

| 4.2 I can <br> move freely | 5.2 I can <br> participate |
| :--- | :--- |
| and safely | in simple |
| within the | invasion |
| available | games. |
| space. [129] | [130] |

6.21 can identify changes to my body after exercise. [131]
6.1 I can recognise changes to my body during exercise. [125]

| 3.2 I can <br> use large | 4.2 I can <br> move freely |
| :--- | :--- |
| apparatus | and safely |
| safely. [128] | within the |
|  | available <br>  <br>  <br> space. [129] | [130]

4.31 am
aware of
others.
[133]
5.31 can
participate
in athletic
games.
[134]
4.4 I can use the equipment correctly and safely. [136]
5.4 I can understand that games have rules. [137]
5.5 I can attempt to play within the rules of the game. [138]

## Links to PScale Units

| P1-P3 [140] | ICT [141] | English [142] | Mathematics [143] |
| :--- | :--- | :--- | :--- |
| Science [144] Physical education Art [146] Music [147] <br> [145] Design technology Personal social <br> [148] Geography [150] | History [151] |  |  |
|  | health education |  |  |

Religious education Modern foreign

Source URL: https://theingots.org/community/pspe

## Links

[1] https://theingots.org/community/psl1ipex\#1.1
[2] https://theingots.org/community/psl1ipex\#2.1
[3] https://theingots.org/community/psl1ipex\#1.2
[4] https://theingots.org/community/psl1ipex\#2.2
[5] https://theingots.org/community/psl1ipex\#1.3
[6] https://theingots.org/community/psl1ipex\#2.3
[7] https://theingots.org/community/psilipex\#1.4
[8] https://theingots.org/community/psl1ipex\#2.4
[9] https://theingots.org/community/psl1ipex\#1.5
[10] https://theingots.org/community/psl1ipei
[11] https://theingots.org/community/psliiipex\#1.1
[12] https://theingots.org/community/psl1iipex\#2.1
[13] https://theingots.org/community/psl1iipex\#1.2
[14] https://theingots.org/community/psl1iipex\#2.2
[15] https://theingots.org/community/psl1iipex\#1.3
[16] https://theingots.org/community/psl1iipex\#2.3
[17] https://theingots.org/community/psI1iipex\#1.4
[18] https://theingots.org/community/psliiipex\#1.5
[19] https://theingots.org/community/psliiipex\#1.6
[20] https://theingots.org/community/psl1iipei
[21] https://theingots.org/community/psl2ipex\#1.1
[22] https://theingots.org/community/psl2ipex\#2.1
[23] https://theingots.org/community/psl2ipex\#3.1
[24] https://theingots.org/community/psl2ipex\#1.2
[25] https://theingots.org/community/psl2ipex\#2.2
[26] https://theingots.org/community/psl2ipex\#1.3
[27] https://theingots.org/community/psl2ipex\#2.3
[28] https://theingots.org/community/psI2ipex\#1.4
[29] https://theingots.org/community/psl2ipei
[30] https://theingots.org/community/psl2iipex\#1.1
[31] https://theingots.org/community/psl2iipex\#2.1
[32] https://theingots.org/community/psl2iipex\#3.1
[33] https://theingots.org/community/psl2iipex\#4.1
[34] https://theingots.org/community/psl2iipex\#5.1
[35] https://theingots.org/community/psl2iipex\#6.1
[36] https://theingots.org/community/psl2iipex\#1.2
[37] https://theingots.org/community/psl2iipex\#2.2
[38] https://theingots.org/community/psl2iipex\#3.2
[39] https://theingots.org/community/psl2iipex\#4.2
[40] https://theingots.org/community/psl2iipex\#6.2
[41] https://theingots.org/community/psl2iipex\#3.3
[42] https://theingots.org/community/psl2iipei
[43] https://theingots.org/community/psI3ipex\#1.1
[44] https://theingots.org/community/psl3ipex\#2.1
[45] https://theingots.org/community/psl3ipex\#3.1
[46] https://theingots.org/community/psl3ipex\#4.1
[47] https://theingots.org/community/psl3ipex\#5.1
[48] https://theingots.org/community/psl3ipex\#6.1
[49] https://theingots.org/community/psl3ipex\#5.2

Physical Education, P Scale

-->
[50] https://theingots.org/community/psl3ipex\#6.2
[51] https://theingots.org/community/psl3ipex\#5.3
[52] https://theingots.org/community/psl3ipex\#6.3
[53] https://theingots.org/community/psl3ipei
[54] https://theingots.org/community/pss3iipex\#1.1
[55] https://theingots.org/community/psl3iipex\#2.1
[56] https://theingots.org/community/psl3iipex\#3.1
[57] https://theingots.org/community/psI3iipex\#4.1
[58] https://theingots.org/community/psl3iipex\#5.1
[59] https://theingots.org/community/psl3iipex\#1.2
[60] https://theingots.org/community/psl3iipex\#2.2
[61] https://theingots.org/community/psl3iipex\#3.2
[62] https://theingots.org/community/pss3iipex\#4.2
[63] https://theingots.org/community/pss3iipex\#1.3
[64] https://theingots.org/community/pss3iipex\#3.3
[65] https://theingots.org/community/ps|3iipex\#4.3
[66] https://theingots.org/community/psI3iipex\#3.4
[67] https://theingots.org/community/psI3iipei
[68] https://theingots.org/community/ps14pex\#1.1
[69] https://theingots.org/community/psl4pex\#2.1
[70] https://theingots.org/community/ps14pex\#3.1
[71] https://theingots.org/community/ps14pex\#4.1
[72] https://theingots.org/community/ps14pex\#1.2
[73] https://theingots.org/community/ps14pex\#3.2
[74] https://theingots.org/community/ps14pex\#4.2
[75] https://theingots.org/community/psl4pei
[76] https://theingots.org/community/psl5pex\#1.1
[77] https://theingots.org/community/psl5pex\#2.1
[78] https://theingots.org/community/psl5pex\#3.1
[79] https://theingots.org/community/psl5pex\#4.1
[80] https://theingots.org/community/psl5pex\#5.1
[81] https://theingots.org/community/ps15pex\#6.1
[82] https://theingots.org/community/psl5pex\#1.2
[83] https://theingots.org/community/psl5pex\#3.2
[84] https://theingots.org/community/psl5pex\#5.2
[85] https://theingots.org/community/psl5pex\#6.2
[86] https://theingots.org/community/psl5pex\#3.3
[87] https://theingots.org/community/psl5pex\#5.3
[88] https://theingots.org/community/psl5pex\#3.4
[89] https://theingots.org/community/psl5pei
[90] https://theingots.org/community/psl6pex\#1.1
[91] https://theingots.org/community/psl6pex\#2.1
[92] https://theingots.org/community/psl6pex\#3.1
[93] https://theingots.org/community/psl6pex\#4.1
[94] https://theingots.org/community/psl6pex\#5.1
[95] https://theingots.org/community/psl6pex\#1.2
[96] https://theingots.org/community/psl6pex\#2.2
[97] https://theingots.org/community/psl6pex\#4.2
[98] https://theingots.org/community/psl6pex\#5.2
[99] https://theingots.org/community/psl6pex\#1.3
[100] https://theingots.org/community/psl6pex\#4.3
[101] https://theingots.org/community/psl6pex\#1.4
[102] https://theingots.org/community/psl6pex\#4.4
[103] https://theingots.org/community/psl6pei
[104] https://theingots.org/community/psi7pex\#1.1
[105] https://theingots.org/community/psi7pex\#2.1
[106] https://theingots.org/community/ps17pex\#3.1
[107] https://theingots.org/community/ps17pex\#4.1
[108] https://theingots.org/community/psl7pex\#5.1
[109] https://theingots.org/community/psi7pex\#6.1
[110] https://theingots.org/community/ps17pex\#1.2
[111] https://theingots.org/community/ps17pex\#2.2
[112] https://theingots.org/community/psi7pex\#3.2
[113] https://theingots.org/community/ps17pex\#4.2
[114] https://theingots.org/community/psi7pex\#5.2
[115] https://theingots.org/community/psi7pex\#6.2
[116] https://theingots.org/community/ps17pex\#1.3
[117] https://theingots.org/community/ps17pex\#3.3
[118] https://theingots.org/community/ps17pex\#4.3
[119] https://theingots.org/community/psl7pei
[120] https://theingots.org/community/psl8pex\#1.1
[121] https://theingots.org/community/psl8pex\#2.1
[122] https://theingots.org/community/psl8pex\#3.1
[123] https://theingots.org/community/psl8pex\#4.1
[124] https://theingots.org/community/psl8pex\#5.1
[125] https://theingots.org/community/psl8pex\#6.1
[126] https://theingots.org/community/psl8pex\#1.2
[127] https://theingots.org/community/psl8pex\#2.2
[128] https://theingots.org/community/psl8pex\#3.2
[129] https://theingots.org/community/psl8pex\#4.2
[130] https://theingots.org/community/psl8pex\#5.2
[131] https://theingots.org/community/psl8pex\#6.2
[132] https://theingots.org/community/psl8pex\#2.3
[133] https://theingots.org/community/psl8pex\#4.3
[134] https://theingots.org/community/psl8pex\#5.3
[135] https://theingots.org/community/psl8pex\#2.4
[136] https://theingots.org/community/psl8pex\#4.4
[137] https://theingots.org/community/psl8pex\#5.4
[138] https://theingots.org/community/psl8pex\#5.5
[139] https://theingots.org/community/psl8pei
[140] https://theingots.org/community/psl1-3
[141] https://theingots.org/community/psit
[142] https://theingots.org/community/psens
[143] https://theingots.org/community/psman
[144] https://theingots.org/community/pssc
[145] https://theingots.org/community/pspe
[146] https://theingots.org/community/psar
[147] https://theingots.org/community/psmu
[148] https://theingots.org/community/psdt
[149] https://theingots.org/community/psps
[150] https://theingots.org/community/psge
[151] https://theingots.org/community/pshi
[152] https://theingots.org/community/psre
[153] https://theingots.org/community/psml


[^0]:    (function(i,s,o,g,r,a,m)\{i['GoogleAnalyticsObject']=r;i[r]=i[r]||function()\{ (i[r].q=i[r].q||[]).push(arguments)\}, i[r].I=1*new
    Date();a=s.createElement(o), $m=s . g e t E l e m e n t s B y T a g N a m e(o)[0] ; a . a s y n c=1 ; a . s r c=g ; m . p a r e n t N o d e . i n s e r t B e f(g e e \ell a f f l) 1$
    \})(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send',
    'pageview');

