

NC Physical Education Unit 1

Level 1 Unit 1 - Physical Education

1. The learner will participate co-operatively in simple physical activities.

[1.1 I can copy, repeat and explore simple skills and actions with basic control and coordination](#) [1]

[1.2 I can link simple skills and actions in ways that suit the activities](#) [2]

[1.3 I can describe and comment on my own and others' actions](#) [3]

[1.4 I can talk about how to exercise safely](#) [4]

[1.5 I can talk about how my body feels during an activity](#) [5]

Level 2 Unit 1 - Physical Education

1. The learner will participate in physical activities demonstrating awareness of tactics and basic compositional ideas.

[1.1 I can explore simple skills](#) [7]

[1.2 I can copy, remember, repeat and explore simple actions with control and coordination](#) [8]

[1.3 I can vary skills, actions and ideas and link these in ways that suit the activities](#) [9]

[1.4 I can describe simple tactics in games](#) [10]

[1.5 I can describe compositional ideas related to physical activities](#) [11]

[1.6 I can identify differences between my own and others' performance](#) [12]

[1.7 I can suggest ways in which I can make improvements](#) [13]

[1.8 I can describe how to exercise safely](#) [14]

[1.9 I can describe how my body feels during different activities](#) [15]

Level 3 Unit 1 - Physical Education

1. The learner will select and use skills, actions and ideas appropriately, applying them with coordination and control.

[1.1 I can describe tactics and composition in varying my response to the activity](#) [17]

[1.2 I can identify ways in which my work is similar to and different from others' work](#) [18]

[1.3 I can improve my own performance based on my learning](#) [19]

[1.4 I can give reasons why warming up before an activity is important](#) [20]

[1.5 I can say why physical activity is good for my health](#) [21]

Level 4 Unit 1 - Physical Education

1. The learner will link skills, techniques and ideas applying them accurately and appropriately.

[1.1 I can demonstrate precision, control and fluency in my performance](#) [23]

[1.2 I can describe tactics and composition in a range of activities](#) [24]

[1.3 I can compare and comment on skills, techniques and ideas used in my own and others' work](#) [25]

[1.4 I can improve my performance through my understanding of skills, techniques and ideas](#) [26]

[1.5 I can explain and apply basic safety principles when preparing for exercise](#) [27]

[1.6 I can describe how exercise affects my body, and why regular, safe activity is good for my health and wellbeing](#) [28]

[1.7 I can work with others to plan and lead simple practices and activities for myself and others](#) [29]

Level 5 Unit 1 - Physical Education

1. The learner will select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities.

[1.1 I can consistently show precision, control and fluency across a range of activities](#) [31]

[1.2 I can produce effective outcomes by drawing on what I know about strategy, tactics and composition](#) [32]

[1.3 I can modify and refine skills and techniques to improve my performance](#) [33]

[1.4 I can adapt my actions in response to changing circumstances](#) [34]

[1.5 I can analyse and comment on skills, techniques and ideas and the way in which they are applied in my own and others' work](#) [35]

[1.6 I can explain how the body reacts during different types of activity](#) [36]

[1.7 I can explain why physical activity is an essential component of a healthy lifestyle](#) [37]

[1.8 I can plan, organise and lead practices and activities safely, helping others' to improve their performance](#) [38]

Level 6 Unit 1 - Physical Education

1. The learner will select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency.

[1.1 I can solve problems imaginatively, overcoming challenges and entertaining audiences](#) [40]

[1.2 I can plan my own and others' work drawing on what I know about strategy, tactics and composition](#) [41]

[1.3 I can plan and execute physical activities taking into account changing circumstances](#)

[42]

[1.4 I can plan and carrying out physical activities taking account what I know about my own and others' strengths and weaknesses](#) [43]

[1.5 I can analyse and comment on how skills, techniques and ideas have been used in my own and others' work](#) [44]

[1.6 I can comment on compositional and other aspects of performance](#) [45]

[1.7 I can suggest ways to improve](#) [46]

[1.8 I can understand how the different components of fitness affect performance](#) [47]

[1.9 I can explain how different types of exercise contribute to fitness and health](#) [48]

[1.10 I can describe my involvement in regular, safe physical activity for the benefit of my health and well-being](#) [49]

[1.11 I can apply basic rules, conventions and/or compositional ideas consistently when leading activities](#) [50]

Level 7 Unit 1 - Physical Education

1. The learner will select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations.

[1.1 I can consistently demonstrate precision, control, fluency and originality in my work](#) [52]

[1.2 I can apply the principles of advanced strategies, tactics and compositional ideas in my own and others' work](#) [53]

[1.3 I can modify strategies, tactics and compositional ideas in response to changing circumstances and other performers](#) [54]

[1.4 I can analyse and comment on my own and others' work as individuals and team members](#) [55]

[1.5 I can explain how skills, tactics, composition and fitness relate to the quality of the performance](#) [56]

[1.6 I can plan ways to improve my own and others' performance acting in order to bring about the improvements](#) [57]

[1.7 I can explain the principles of practice and training, and apply them effectively](#) [58]

[1.8 I can explain the benefits of regular, safe and planned physical activity on physical, mental and social well-being](#) [59]

[1.9 I can carry out my own physical activity programmes based on my choices and preferences of activities and roles within activities](#) [60]

[1.10 I can take on different roles within an activity, showing an ability to organise and communicate effectively](#) [61]

[1.11 I can and apply rules fairly and consistently, adhering to the conventions and codes of conduct for particular activities](#) [62]

Level 8 Unit 1 - Physical Education

1. The learner will consistently and discriminately apply advanced skills, techniques and ideas to familiar and new situations, showing high standards of precision, control, fluency and originality.

[1.1 I can apply the principles of advanced strategies, tactics or composition with proficiency, flair and originality in my own work and the work of others](#) [64]

[1.2 I can adapt and respond to changing circumstances and other performers, maintaining high quality performance](#) [65]

[1.3 I can critically evaluate my own and others' work, with reference to the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance](#) [66]

[1.4 I can plan and monitor ways in which my own and others' performance can be improved using information from evaluation](#) [67]

[1.5 I can act on evidence bringing about improvements](#) [68]

[1.6 I can plan and evaluate my own and others' exercise and physical activity programmes using my knowledge of health, fitness and social well-being](#) [69]

[1.7 I can take on different roles within an activity and plan pathways into performance, leadership or officiating based on my choices and preferences](#) [70]

Level 9 Exceptional Performance Unit 1 - Physical Education

1. The learner will consistently and independently use advanced skills, techniques and ideas with precision, control, fluency and originality.

[1.1 I can consistently apply the principles of advanced strategies, tactics or composition, with originality, proficiency and flair in my own and others' work \[72\]](#)

[1.2 I can independently find imaginative, novel and different solutions to problems associated with physical activities \[73\]](#)

[1.3 I can critically analyse and judge my own and others' work, classifying strengths and weaknesses \[74\]](#)

[1.4 I can explain how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities \[75\]](#)

[1.5 I can reach judgements independently about how my own and others' performance can be improved, prioritising aspects for further development \[76\]](#)

[1.6 I can consistently apply appropriate knowledge and understanding of health and fitness in all aspects of my work \[77\]](#)

[1.7 I can analyse and explain the contribution physical activity makes to my physical, mental and social well-being \[78\]](#)

[1.8 I participate regularly in physical activity both in and out of school for the benefit of my health and well-being \[79\]](#)

Source URL: <https://theingots.org/community/NCU1PE>

Links

- [1] <https://theingots.org/community/ncl1u1pex#1.1>
- [2] <https://theingots.org/community/ncl1u1pex#1.2>
- [3] <https://theingots.org/community/ncl1u1pex#1.3>
- [4] <https://theingots.org/community/ncl1u1pex#1.4>
- [5] <https://theingots.org/community/ncl1u1pex#1.5>
- [6] <https://theingots.org/community/ncl1u1pei>
- [7] <https://theingots.org/community/ncl2u1pex#1.1>
- [8] <https://theingots.org/community/ncl2u1pex#1.2>
- [9] <https://theingots.org/community/ncl2u1pex#1.3>
- [10] <https://theingots.org/community/ncl2u1pex#1.4>
- [11] <https://theingots.org/community/ncl2u1pex#1.5>
- [12] <https://theingots.org/community/ncl2u1pex#1.6>
- [13] <https://theingots.org/community/ncl2u1pex#1.7>
- [14] <https://theingots.org/community/ncl2u1pex#1.8>
- [15] <https://theingots.org/community/ncl2u1pex#1.9>

[16] <https://theingots.org/community/ncl2u1pei>
[17] <https://theingots.org/community/ncl3u1pex#1.1>
[18] <https://theingots.org/community/ncl3u1pex#1.2>
[19] <https://theingots.org/community/ncl3u1pex#1.3>
[20] <https://theingots.org/community/ncl3u1pex#1.4>
[21] <https://theingots.org/community/ncl3u1pex#1.5>
[22] <https://theingots.org/community/ncl3u1pei>
[23] <https://theingots.org/community/ncl4u1pex#1.1>
[24] <https://theingots.org/community/ncl4u1pex#1.2>
[25] <https://theingots.org/community/ncl4u1pex#1.3>
[26] <https://theingots.org/community/ncl4u1pex#1.4>
[27] <https://theingots.org/community/ncl4u1pex#1.5>
[28] <https://theingots.org/community/ncl4u1pex#1.6>
[29] <https://theingots.org/community/ncl4u1pex#1.7>
[30] <https://theingots.org/community/ncl4u1pei>
[31] <https://theingots.org/community/ncl5u1pex#1.1>
[32] <https://theingots.org/community/ncl5u1pex#1.2>
[33] <https://theingots.org/community/ncl5u1pex#1.3>
[34] <https://theingots.org/community/ncl5u1pex#1.4>
[35] <https://theingots.org/community/ncl5u1pex#1.5>
[36] <https://theingots.org/community/ncl5u1pex#1.6>
[37] <https://theingots.org/community/ncl5u1pex#1.7>
[38] <https://theingots.org/community/ncl5u1pex#1.8>
[39] <https://theingots.org/community/ncl5u1pei>
[40] <https://theingots.org/community/ncl6u1pex#1.1>
[41] <https://theingots.org/community/ncl6u1pex#1.2>
[42] <https://theingots.org/community/ncl6u1pex#1.3>
[43] <https://theingots.org/community/ncl6u1pex#1.4>
[44] <https://theingots.org/community/ncl6u1pex#1.5>
[45] <https://theingots.org/community/ncl6u1pex#1.6>
[46] <https://theingots.org/community/ncl6u1pex#1.7>
[47] <https://theingots.org/community/ncl6u1pex#1.8>
[48] <https://theingots.org/community/ncl6u1pex#1.9>
[49] <https://theingots.org/community/ncl6u1pex#1.10>
[50] <https://theingots.org/community/ncl6u1pex#1.11>
[51] <https://theingots.org/community/ncl6u1pei>
[52] <https://theingots.org/community/ncl7u1pex#1.1>
[53] <https://theingots.org/community/ncl7u1pex#1.2>
[54] <https://theingots.org/community/ncl7u1pex#1.3>
[55] <https://theingots.org/community/ncl7u1pex#1.4>
[56] <https://theingots.org/community/ncl7u1pex#1.5>
[57] <https://theingots.org/community/ncl7u1pex#1.6>
[58] <https://theingots.org/community/ncl7u1pex#1.7>
[59] <https://theingots.org/community/ncl7u1pex#1.8>
[60] <https://theingots.org/community/ncl7u1pex#1.9>
[61] <https://theingots.org/community/ncl7u1pex#1.10>
[62] <https://theingots.org/community/ncl7u1pex#1.11>
[63] <https://theingots.org/community/ncl7u1pei>
[64] <https://theingots.org/community/ncl8u1pex#1.1>
[65] <https://theingots.org/community/ncl8u1pex#1.2>
[66] <https://theingots.org/community/ncl8u1pex#1.3>
[67] <https://theingots.org/community/ncl8u1pex#1.4>
[68] <https://theingots.org/community/ncl8u1pex#1.5>
[69] <https://theingots.org/community/ncl8u1pex#1.6>
[70] <https://theingots.org/community/ncl8u1pex#1.7>
[71] <https://theingots.org/community/ncl8u1pei>
[72] <https://theingots.org/community/ncl9u1pex#1.1>
[73] <https://theingots.org/community/ncl9u1pex#1.2>
[74] <https://theingots.org/community/ncl9u1pex#1.3>

[75] <https://theingots.org/community/ncl9u1pex#1.4>
[76] <https://theingots.org/community/ncl9u1pex#1.5>
[77] <https://theingots.org/community/ncl9u1pex#1.6>
[78] <https://theingots.org/community/ncl9u1pex#1.7>
[79] <https://theingots.org/community/ncl9u1pex#1.8>
[80] <https://theingots.org/community/ncl9u1pei>