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]

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

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 myslef and others [29]

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

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

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[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]

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

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 disciminatingly 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

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

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

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[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

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[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

(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].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');