

Attainment Target and Level Descriptions for Physical Education

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KEY STAGE

Physical Education has one attainment target entitled: Planning, Performing and Evaluating in Physical Education. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions
PHYSICAL EDUCATION

PLANNING, PERFORMING AND EVALUATING IN PHYSICAL EDUCATION

Pupils should develop an ability to perform and plan, with competence, a range of skills in a variety of progressively challenging contexts. They should learn to make informed judgements about their own performance and that of others in a range of physical activities. They should be able to adapt, modify and improve performance.

LEVEL 1

Pupils understand instructions and perform simple movements safely. They are aware of reasons for changing for physical activity.

Pupils are confident in exploring different ways of moving. They begin to show control in ways of moving such as travelling, jumping, balancing, climbing, dodging. They respond to stimuli and instructions.

LEVEL 2

Pupils begin to share equipment and space and to follow safety procedures. They observe and talk about what they and others do. They recognise the effects of activity on the body and understand the need for rest after exercise. They handle and store apparatus safely.

Pupils run and jump with confidence and with control. They begin to control apparatus by handling, striking, kicking and throwing. They show increasing body awareness using movement themes such as shape and direction. They perform simple patterns to rhythmic accompaniment.

LEVEL 3

Pupils co-operate in small groups and begin to display a sense of fair play. They observe and answer questions about the movements of themselves and others. They carry, place and use equipment with care and safety. They show an awareness of the relationship between exercise and physical well-being.

Pupils show poise, control and co-ordination in the performance of movement. They create and remember simple sequences and perform them in response to various stimuli. They begin to use simple tactics to outwit an opponent in simple games. They begin to measure performances in running, jumping and throwing activities.

LEVEL 4

Pupils co-operate in groups in the solving of movement problems, displaying a sense of fair play. They know about the relationship between physical exercise and good health and the need for warm-up and cool-down activities. They observe and comment on the movements of themselves and others and begin to recognise good performance. They select, transport, use and store equipment safely.

Pupils use efficient techniques in running, jumping and throwing. They move with poise, control and co-ordination in response to a variety of stimuli, both individually and in groups. They are competent in the movements, techniques and strategies of small-sided games. They are confident and safe in water and begin to use recognised swimming strokes.

LEVEL 5

Pupils participate confidently in all activities, individually and in groups. They understand the basic principles of performance such as how to maintain balance, the characteristics of good techniques and tactics. They suggest ways to improve the movements of themselves and others. They show an awareness of the effects of exercise on the body.

Pupils recognise improvements in running, jumping and throwing, and verify by measurement. They structure and perform dances, showing the use of space, shape and speed. They demonstrate skilful performance in co-operative and competitive activities. They plan and perform gymnastic sequences which use contrasts of speed, shape and levels. They have acquired some water safety skills. They are able to sustain activity for longer periods of time.

LEVEL 6 (for comparison purposes only)

Pupils make informed judgements about their own and others' performances and suggest improvements. They show an understanding of the benefits of exercise to health and understand the need for personal hygiene after exercise.

Pupils perform effectively a range of track and field events. They create movement sequences and perform dance steps with poise and control. They demonstrate controlled skills in different categories of games. Using a range of body movements, they perform complex gymnastic sequences on floor and apparatus. They swim with confidence, using the major recognised swimming strokes.