

Physical Education Performance descriptors P Scales

P1 (i) Pupils encounter activities and experiences

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]
- Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, turning briefly towards fast-moving group activity]
- They may give intermittent reactions [for example, sometimes turning away from people or objects moving close to them].

P2 (i) Pupils begin to respond consistently to familiar people, events and objects

- They react to new activities and experiences [for example, showing surprise when moving into an outdoor environment]
- They begin to show interest in people, events and objects [for example, patting at footballs brought towards them]
- They accept and engage in coactive exploration [for example, moving about in the swimming pool with the support of a member of staff].

P2 (ii) Pupils begin to be proactive in their interactions

- They communicate consistent preferences and affective responses [for example, smiling in dance or movement activities]
- They recognise familiar people, events and objects [for example, gesturing or vocalising in a particular way on arrival at the poolside]
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pushing away a ball when it is repeatedly rolled towards them]
- They cooperate with shared exploration and supported participation [for example, being guided in creating patterns of movement]. P3 (i) Pupils begin to communicate intentionally
- They seek attention through eye contact, gesture or action.
- They request events or activities [for example, pointing to a particular piece of PE equipment]
- They participate in shared activities with less support. They sustain concentration for short periods
- They explore materials in increasingly complex ways [for example, tapping one item of equipment with another]
- They observe the results of their own actions with interest [for example, dabbling their hands in the swimming pool and attending to the effects]

- They remember learned responses over more extended periods [for example, bouncing up and down on a trampoline].

P3 (ii) Pupils use emerging conventional communication

- They greet known people and may initiate interactions and activities [for example, pushing a ball towards a peer or adult] 30
- They can remember learned responses over increasing periods of time and may anticipate known events [for example, beginning to move when the music starts].
- They may respond to options and choices with actions or gestures, [for example, moving towards one outdoor activity rather than another]
- They actively explore objects and events for more extended periods [for example, moving around a space and encountering a range of objects or obstacles]
- They apply potential solutions systematically to problems [for example, reaching out a foot or a hand to intercept a moving ball].

P4 Pupils' movement patterns are established and they perform single actions [for example, rolling, running, jumping or splashing]

- They respond to simple commands [for example, 'stop']
- They recognise familiar pieces of equipment [for example, a ball or hoop]
- They show awareness of cause and effect [for example, knocking down skittles].

P5 Pupils link two actions in a sequence [for example, crawling and walking, or climbing and jumping]

- They follow simple instructions although they may need the support of symbols or other prompts
- They explore a variety of movements and show some awareness of space. They understand some basic concepts [for example, taking big and little steps in movement activities or placing big and small balls in different baskets]. They take turns with a partner or in a small group
- They recognise and collect, on request, familiar pieces of equipment [for example, a mat to lie on or a hoop to jump into].

P6 Pupils work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task

- They move in a variety of ways [for example, slowly and quickly]. They link movements in a simple sequence, although they may require support to do this.
- They recognise small and large apparatus and use it with some basic control. They throw and kick a ball, but lack direction.

P7 Pupils express themselves through repetitive and simple sequences and movement patterns. Their control and coordination skills are developing [for example, they kick a ball towards a target or throw a ball to a partner]

- They listen to instructions and stop and start with some accuracy

- They work closely in pairs, trios or small groups
- They share and wait their turn
- They are aware of the changes that happen to their bodies when they are active.

P8 Pupils move with some control and coordination [for example, they travel under and over climbing equipment]

- They follow and imitate sequences and patterns in their movements
- They use small and large apparatus safely
- They are aware of space, themselves and others
- They play simple games and may require support to keep score and follow game rules
- They recognise the changes that happen to their bodies when they are active.