

## ERA Learner in PE

	Acquiring Y11 Grade 3 (current P)	Developing Y11 grade 4 (current grade 1-)	Securing Y11 grade 5 (current grade 1+)	Consolidating Y11 grade 6 (2+)	Extending (5) Y11 grade 7 (current grade 3+)
Fitness	<p>-I may use the equipment unsafely or inappropriately.</p> <p>-I may try to take my heart rate by placing a hand on my chest and I can not measure accurately.</p> <p>-I may be able to identify “stretching” as part of a warm up.</p>	<p>-I demonstrate how to use <b>some</b> equipment safely.</p> <p>-I can state that when I exercise the following increase; HR, and temperature.</p> <p>-I know where to find my heart rate in <b>one</b> location, however struggle to find my own or accurately measure and record this.</p> <p>-I understand that by exercising I burn calories which are contained in food and stored by the body.</p> <p>-I can identify <b>one</b> part to a warm up.</p>	<p>-I <b>explain</b> and demonstrate how to use <b>most</b> equipment safely.</p> <p>-I can state that when I exercise the following increase; HR, <b>BR</b>, temperature.</p> <p>-I know where to find my heart rate in <b>two</b> locations, however struggle to accurately measure and record this.</p> <p>-I understand that by exercising I burn calories which are contained in food and stored by the body.</p> <p>-I can identify <b>two</b> parts to a warm up.</p>	<p>-I explain and demonstrate how to use a <b>range</b> of equipment safely <b>almost</b> all of the time.</p> <p>-I can start to talk about the short term effects of exercise including the reason for increased HR + BR is to <b>transport oxygen to the working muscles</b>, body temperature increases and as a result I <b>sweat to regulate temperature</b>.</p> <p>-I know where to find my heart rate in two locations, and <b>can measure my heart rate in one of these locations for 15 seconds. I can attempt to times this number by 4 to calculate my heart rate per minute.</b></p> <p>-I can identify <b>high calorie foods and meals and understand roughly how long it takes to burn off the equivalent number of calories through exercise.</b></p> <p>-I can name <b>three</b> parts to a warm up with an example for each.</p>	<p>-I <b>always</b> use equipment safely.</p> <p>-I can <b>explain reasons</b> for the short term effects of exercise including; HR, BR, increased sweating.</p> <p>-I accurately measure my heart rate for 15 seconds and <b>independently and confidently</b> calculate the number of BPM.</p> <p>-I can identify high calorie foods. <b>I understand the need to eat a balanced diet and understand the recommended daily calorie allowance.</b></p> <p>I can name <b>four</b> parts to a warm up with an example for each and give the purpose of <b>two</b>.</p> <p>-I can <b>locate and name of 4 muscles in the body</b></p>
Hockey	<p>(P grade) I sometimes hold the stick incorrectly.</p> <p>I may use the stick in an unsafe manner.</p> <p>I often use my feet or pick the ball up with my hands.</p> <p>I rarely stop the ball using the correct technique</p> <p>I am not able to use a technique which resembles a push pass.</p>	<p>-I can grip the stick correctly.</p> <p>-I understand which side of the hockey stick I am allowed to use and use it safely.</p> <p>-I can stop the ball on some occasions whilst standing still but not when it is moving very quickly.</p> <p>-I can describe the ‘push pass’ technique and attempt to use it.</p> <p>-I can begin to move by pushing the ball – “glued to stick”</p>	<p>-I can grip the stick correctly.</p> <p>-I understand which side of the hockey stick I am allowed to use and use it safely.</p> <p>-I can stop the ball on <b>most of the time</b> whilst standing still.</p> <p>-I can describe the ‘push pass’ technique and <b>pass but with limited power/accuracy.</b></p> <p>-I can <b>begin to move with a “tap” dribble” but struggle to look up.</b></p>	<p>-I grip the stick correctly</p> <p>-I use the flat side of the stick <b>most of the time and not my feet</b></p> <p>-I can <b>stop the ball whilst moving slowly.</b></p> <p>-I can use the push pass technique with <b>some accuracy</b></p> <p>-I can move using a “tap” dribble and <b>can sometimes look up. I can describe the Indian dribble.</b></p>	<p>-<b>Almost always</b> use the flat side of the stick and <b>never intentionally use my feet.</b></p> <p>-When receiving I can <b>stop the ball on both the right and left hand side</b> of my body some of the time whilst stationary.</p> <p>-I have <b>good accuracy using the push pass</b> over short distances and can <b>attempt to use a drive pass.</b></p> <p>-I can use the pushing dribble technique <b>effectively</b> can “tap” dribble. I can use the <b>Indian dribble in drills</b></p> <p>-<b>Attempts to mark players with and without the ball.</b></p> <p>-<b>Attempts a block tackle</b> with some success</p> <p>- <b>Started shooting</b> into a goal on the open side with some success.</p>

Rugby	<ul style="list-style-type: none"> <li>-Can pick the ball up whilst stationary.</li> <li>-Can carry the ball.</li> <li>-I may chest pass or throw the ball over my head to pass</li> <li>-Occasionally I catch the ball whilst stationary.</li> <li>-I know I should only pass back/sideward but forget in games.</li> <li>-I may throw the ball on the floor over the try line.</li> <li>-I stand in offside positions regularly</li> </ul>	<ul style="list-style-type: none"> <li>-Can pick the ball up whilst stationary.</li> <li>-Can carry the ball.</li> <li>-I can pass <b>off one side</b> over a short distance.</li> <li>-I am able to <b>sometimes</b> catch the ball whilst stationary.</li> <li>-I know I should only pass back/sideward.</li> <li>-I <b>place the ball on the floor over the try line.</b></li> </ul>	<ul style="list-style-type: none"> <li>Can pick the ball up whilst stationary.</li> <li>-Can carry the ball <b>securely.</b></li> <li>-I can pass <b>using correct technique</b> off one side over a short distance.</li> <li>-I am able to catch the ball whilst stationary.</li> <li>-I <b>know I should run forwards</b> into space but only pass back/sideward.</li> <li>-I place the ball on the floor over the try line.</li> </ul>	<ul style="list-style-type: none"> <li>- I can pick the ball up whilst stationary <b>and on the move.</b></li> <li>-I can carry the ball correctly.</li> <li>-I understand that I must pass backwards in a game of touch or full rugby.</li> <li>-I <b>can pass off both sides</b> using correct technique over a short distance.</li> <li>-I am <b>able to catch the ball while moving.</b></li> <li>-<b>I run forwards and attempt to pass back/sideward.</b></li> <li>-<b>I abide to the offside rule some of the time.</b></li> </ul>	<ul style="list-style-type: none"> <li>-I <b>usually</b> pass the ball back/sideward and stay in an onside position when receiving.</li> <li>-Most of the time I can <b>pass off one side whilst running and sometimes off the other</b> over a short distance.</li> <li>-I can catch whilst on the move.</li> <li>-I <b>can use tactics to create space</b> when running/receiving.</li> <li>-I can demonstrate tackling techniques using <b>the tower of power, socket to pocket/cheek to cheek and the ring of steal in practise.</b></li> <li>-I <b>understand the importance of going to ground with the ball secure and placing the ball.</b></li> <li>-I <b>change of pace/direction to beat players.</b></li> </ul>
Dance	<ul style="list-style-type: none"> <li>-I do not attempt to use skills and may be unsafe</li> <li>-I contribute little to choreographic devices</li> <li>- Process to performance lacks clarity</li> <li>-I do not provide meaningful peer/self reflections</li> <li>-I describe what is seen with little accuracy</li> </ul>	<ul style="list-style-type: none"> <li>-Perform <b>safely</b> with <b>limited</b> skill.</li> <li>-<b>Limited use of choreographic devices</b></li> <li>-Process to performance lacks <b>purpose</b></li> <li>-Peer reflections are <b>simple</b></li> <li>-Analysis is description heavy and <b>lacks detail.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Perform safely with limited skill.</li> <li>-<b>Some</b> use of choreographic devices</li> <li>-Process to performance lacks <b>clarity</b></li> <li>-Peer <b>and self-reflections</b> are simple</li> <li>-Analysis is description heavy and lacks detail.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform safely and demonstrate the use of <b>some skills.</b></li> <li>-A <b>selection</b> of choreographic devices used.</li> <li>-Process to performance has been <b>purposeful with clarity.</b></li> <li>-Peer and self-reflections are <b>analytical with the use of dance terminology.</b></li> <li>Analysis of professional works tend to be description heavy.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform safely, <b>demonstrating the relevant skills.</b></li> <li>-A selection of <b>advanced choreographic devices.</b></li> <li>-Process to performance has been clear and purposeful.</li> <li>-Peer and self-reflections are analytical with the use of <b>purposeful terminology. Students are confident writing responses for exam questions.</b></li> <li>-Analysis of professional works tend to be description heavy <b>with elements of personal interpretation.</b></li> </ul>
Resilience	<p><u>Self regulation:</u> engagement and focus depends on the activity. Is rarely competitive and rarely demonstrates sportsmanship behaviours.</p>	<p><u>Self-regulation:</u> is able to focus on learning <b>regardless</b> of the <b>sporting activity. Is sometimes competitive</b> in performance but <b>demonstrate</b> both <b>sportsmanship skills</b> and is able to sometimes win/lose graciously</p>	<p><u>Self-regulation:</u> is able to focus on learning regardless of the <b>task</b> or sporting activity. Is <b>often</b> competitive in performance and demonstrates both sportsmanship skills and is able to sometimes win/lose graciously</p>	<p><u>Self-regulation:</u> is able to maintain focus and demonstrate good sportsmanship. Is competitive and can <b>also take onboard constructive criticism from others.</b> Most the time is able to win/lose graciously</p>	<p><u>Self-regulation:</u> is able to focus on learning regardless of the task or sporting activity. Is <b>almost always</b> competitive in performance and demonstrates both sportsmanship skills and is able to win/lose graciously. <b>Can improve performance based on feedback from others.</b></p>
Aspiration	<p><u>Teamwork:</u> struggles to work in small groups effectively but sometimes able to work with a partner to achieve goal.</p>	<p><u>Teamwork:</u> Is able to demonstrate teamwork skills when working in <b>small group</b> and is able to <b>identify different types of communication skills.</b></p>	<p><u>Teamwork:</u> Can describe and <b>use different types of communication</b> whilst demonstrating mutual respect to achieve a common goal. (eg, verbal, hand gestures, facial expressions)</p>	<p><u>Teamwork:</u> <b>Explain why it is important to show mutual respect and understanding when competing in conditioned game situation</b></p> <p><b>Explain</b> why using different types of communication can improve teamwork and group success and how using poor communication can have negative impact on group performance.</p>	<p><u>Teamwork:</u> <b>Is effective</b> in their ability to work as part of a team and <b>makes valuable contributions</b> leading to improved team performance.</p> <p>Is able to observe a team performing and <b>identify the strengths and weaknesses of the team</b> suggesting ways to <b>improve their teamwork</b></p>