

ERA Learner in PE – Year 9 term 1/2

	Acquiring Y11 grade 3 (current grade 1+)	Developing Y11 grade 4 (current grade 2+)	Securing Year 11 grade 5 (current grade 3+)	Consolidating Year 11 grade 6 (current grade 4+)	Extending Year 11 grade 7 (current grade 5+)
Badminton	<ul style="list-style-type: none"> -Can perform an overhead clear in a practise and game play with inconsistencies. -Can perform underarm clear in isolation. -Can perform a short serve and long serve in isolation. Long serves do not have enough power to reach the back of the court. -Most shots are inaccurate and have no clear tactical intent to them. 	<ul style="list-style-type: none"> -Can perform an overhead clear in a game situation to create time or to force and opponent to the back of the court. -Can perform and short serve, long serve, overhead clear, underarm clear and drop shot in game situation. -Can perform a drive in isolation. Some shots are accurate and few have clear tactical intent to them. 	<ul style="list-style-type: none"> -Can perform an overhead clear in a game situation to create time or to force and opponent to the back of the court. -Can perform a drop shot in game situation with some effectiveness. -Can perform a short serve, long serve, overhead clear, underarm clear, net shot drop shot and drive in a game. -Can perform a flick serve, smash and backhanded net shot in isolation and inconsistently in a game. -Most forehanded shots are accurate and some have clear tactical intent to them. 	<ul style="list-style-type: none"> -Can perform a short serve, long serve, flick serve, drop shot, overhead clear, underarm clear, drive backhanded net shot in a game. -Can perform a smash inconsistently in a game. -Can attempt a backhanded overhead clear and underarm clear in isolation. -Most forehanded shots are accurate and most have clear tactical intent to them. 	<ul style="list-style-type: none"> -Can perform a short serve, long serve, flick serve, overhead clear, underarm clear, drop shot, drive backhanded net shot and smash in a game. -Can perform a backhanded overhead clear and underarm clear inconsistently in a game. -Almost all forehanded shots are accurate, consistent and most have clear tactical intent to them. -Some backhanded shots are accurate and some have tactical intent
Hockey	<ul style="list-style-type: none"> -I can grip the stick correctly. -I understand which side of the hockey stick I am allowed to use and use it safely. -I can stop the ball on most of the time whilst standing still. -I can describe the ‘push pass’ technique and pass but with limited power/accuracy. -I can begin to move with a “tap” dribble” but struggle to look up. 	<ul style="list-style-type: none"> -I grip the stick correctly -I use the flat side of the stick most of the time and not my feet -I can stop the ball whilst moving slowly. -I can use the push pass technique with some accuracy -I can move using a “tap” dribble and can sometimes look up. I can describe the Indian dribble. 	<ul style="list-style-type: none"> -Almost always use the flat side of the stick and never intentionally use my feet. -When receiving I can stop the ball on both the right and left hand side of my body some of the time whilst stationary. -I have good accuracy using the push pass over short distances and can attempt to use a drive pass. -I can use the pushing dribble technique effectively can “tap” dribble. I can use the Indian dribble in drills -Attempts to mark players with and without the ball. -Attempts a block tackle with some success - Started shooting into a goal on the open side with some success. 	<ul style="list-style-type: none"> When receiving I can stop the ball on both the right and left hand side of my body most of the time whilst stationary and sometimes whilst on the move. -My push pass is accurate most of the time and drive pass some of the time. -I can Indian dribble to attempt to beat opponents. -I can mark players with the ball. -I can block and jab tackle with some effectiveness in games. -I have some accuracy when shooting “midrange”. -I understand rules including; short/penalty and long corners. 	<ul style="list-style-type: none"> -I can stop the ball on both sides whilst on the move most of the time. -My push and drive pass is accurate most of the time -I can Indian dribble to regularly beat opponents. -I can mark players with and without the ball effectively. -I can block and jab tackle effectively often. -I have good accuracy when shooting “mid range”. -I understand rules including; short/penalty and long corners and have a basic understanding of player positions.
Dance	<ul style="list-style-type: none"> -Perform safely with limited skill. -Some use of choreographic devices -Process to performance lacks clarity -Peer and self-reflections are simple -Analysis is description heavy and lacks detail. 	<ul style="list-style-type: none"> -Perform safely and demonstrate the use of some skills. -A selection of choreographic devices used. -Process to performance has been purposeful with clarity. -Peer and self-reflections are analytical with the use of dance terminology. Analysis of professional works tend to be description heavy. 	<ul style="list-style-type: none"> -Perform safely, demonstrating the relevant skills. -A selection of advanced choreographic devices. -Process to performance has been clear and purposeful. -Peer and self-reflections are analytical with the use of purposeful terminology. Students are confident writing responses for exam questions. -Analysis of professional works tend to be description heavy with elements of personal interpretation. 	<ul style="list-style-type: none"> -Perform safely with a clear understanding of the relevant skills. -A selection of effective choreographic devices used to demonstrate the choreographic intent. -Process to performance has been clear and appropriate. -Peer and self-reflections are analytical with the use of appropriate, purposeful terminology. -Analysis of professional works tend to be description heavy with elements of personal interpretation. Work is well written. 	<ul style="list-style-type: none"> Perform safely with a secure understanding of the relevant skills. -A selection of advanced choreographic devices used to demonstrate the choreographic intent. -Process to performance has been secure and shows creativity. -Peer and self-reflections are analysed and evaluated using purposeful terminology and are articulated well in response to exam questions. - Analysis of professional works takes focus in written responses. Answers are well structured.

Fitness	<p>-I explain and demonstrate how to use most equipment safely.</p> <p>-I can state that when I exercise the following increase; HR, BR, temperature.</p> <p>-I know where to find my heart rate in two 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 two parts to a warm up.</p>	<p>-I explain and demonstrate how to use a range of equipment safely almost 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 transport oxygen to the working muscles, body temperature increases and as a result I sweat to regulate temperature.</p> <p>-I know where to find my heart rate in two locations, and 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.</p> <p>-I can identify high calorie foods and meals and understand roughly how long it takes to burn off the equivalent number of calories through exercise.</p> <p>-I can name three parts to a warm up with an example for each.</p>	<p>-I always use equipment safely.</p> <p>-I can explain reasons for the short term effects of exercise including; HR, BR, increased sweating.</p> <p>-I accurately measure my heart rate for 15 seconds and independently and confidently calculate the number of BPM.</p> <p>-I can identify high calorie foods. I understand the need to eat a balanced diet and understand the recommended daily calorie allowance.</p> <p>I can name four parts to a warm up with an example for each and give the purpose of two.</p> <p>-I can locate and name of 4 muscles in the body</p>	<p>- I always use equipment safely.</p> <p>-I can explain reasons for the short term effects of exercise including; HR, BR, increased sweating.</p> <p>-I accurately measure my heart rate for 15 seconds, can calculate HR per minute and then record my results on a graph. I can start to analyse my results.</p> <p>-I can identify high calorie foods and meals and understand how long it takes to burn off the equivalent number of calories through exercise.</p> <p>-I can name five parts to a warm up with an example for four. I can give the purpose of three.</p> <p>-I can locate and name at least 6 different muscles in the body</p>	<p>-I always use equipment safely.</p> <p>- I can explain reasons for the short term effects of exercise including; HR, BR, increased sweating.</p> <p>-I accurately measure my heart rate for 15 seconds, can calculate HR per minute and then record my results on a graph. I can compare my results to others and give reasons for differences.</p> <p>-I can identify high calorie foods and meals and understand how long it takes to burn off the equivalent number of calories through exercise.</p> <p>-I can explain name 5 components of fitness and hot to conduct a test to measure it.</p> <p>-I can name and locate at least 7 muscles in the body.</p> <p>-I understand there are two muscles that work together at the elbow and knee.</p> <p>-I can name and describe the purpose of the 5 parts to a warm up however sometimes confuse the different parts.</p>
Resilience	<p><u>Self-regulation</u>: is able to focus on learning regardless of the task or sporting activity. Is often 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 also take onboard constructive criticism from others. 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 almost always competitive in performance and demonstrates both sportsmanship skills and is able to win/lose graciously. Can improve performance based on feedback from others.</p>	<p><u>Self-regulation</u>: demonstrates excellent sportsmanship and improves in response to feedback. Highly competitive and does not show gamesmanship. Support others of all abilities and is gracious when winning/losing. Is able to manage frustration effectively in competition.</p>	<p><u>Self-regulation</u>: demonstrates excellent sportsmanship and improves in response to feedback. Highly competitive and does not show gamesmanship. Support others of all abilities and is gracious when winning/losing. Is able to manage frustration effectively in competition. Is able to support others to manage their emotions and behavioural choices.</p>
Aspiration	<p><u>Teamwork</u>: Can describe and use different types of communication whilst demonstrating mutual respect to achieve a common goal. (eg, verbal, hand gestures, facial expressions)</p>	<p><u>Teamwork</u>: Explain why it is important to show mutual respect and understanding when competing in conditioned game situation</p> <p>Explain 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>: Is effective in their ability to work as part of a team and makes valuable contributions leading to improved team performance.</p> <p>Is able to observe a team performing and identify the strengths and weaknesses of the team suggesting ways to improve their teamwork</p>	<p><u>Teamwork</u>: Can explain why it is important to show mutual respect and understanding when competing in conditioned game situations.</p> <p>Explain why using different types of communication can improve teamwork and group success and how using poor communication can have negative impacts on group performances.</p>	<p><u>Teamwork</u>: Is able to identify a specific strength or weakness in a team's performance and is able to give specific feedback on how they can improve that aspect. This could be improving team dynamics, team tactics or group physical aspect of their team performance. _</p>