

## 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+)
Rugby	<p>Can pick the ball up whilst stationary.</p> <p>-Can carry the ball <b>securely</b>.</p> <p>-I can pass <b>using correct technique</b> off one side over a short distance.</p> <p>-I am able to catch the ball whilst stationary.</p> <p>-I <b>know I should run forwards</b> into space but only pass back/sideward.</p> <p>-I place the ball on the floor over the try line.</p>	<p>- I can pick the ball up whilst stationary <b>and on the move</b>.</p> <p>-I can carry the ball correctly.</p> <p>-I understand that I must pass backwards in a game of touch or full rugby.</p> <p>-I <b>can pass off both sides</b> using correct technique over a short distance.</p> <p>-I am <b>able to catch the ball while moving</b>.</p> <p>-<b>I run forwards and attempt to pass back/sideward</b>.</p> <p>-<b>I abide to the offside rule some of the time</b>.</p>	<p>-I <b>usually</b> pass the ball back and stay onside</p> <p>-Most of the time I can <b>pass off one side whilst running and sometimes off the other</b> over a short distance.</p> <p>-I can catch whilst on the move.</p> <p>-I <b>can use tactics to create space</b> when running/receiving.</p> <p>-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>.</p> <p>-I <b>understand the importance of going to ground with the ball secure and placing the ball</b>.</p> <p>-I <b>change of pace/direction to beat players</b>.</p>	<p>I <b>consistently</b> pass backwards/flat on both sides <b>accurately</b> over a short distance <b>with success most of the time over medium distances</b> on one side.</p> <p>-I am able to <b>catch the ball while moving at speed and know when to run into space or when to go into contact</b>.</p> <p>- I am <b>always aware and try to stay in an onside position</b>.</p> <p>-I am able to demonstrate good tackling from the front/side, using <b>the tower of power, socket to pocket/cheek to cheek and the ring of steal</b>.</p> <p>-I have <b>good presentation</b> when tackled/ rucking.</p> <p><b>I understand different roles in a ruck</b>.</p>	<p>-I can pick the ball up from the ground whilst <b>moving quickly and can secure the ball when it is on the floor</b>.</p> <p>-I consistently pass backwards/flat on both sides accurately over a over medium distances on both sides.</p> <p>-I <b>demonstrate good support play</b></p> <p>-I <b>consistently abide to the offside rule</b> and can <b>instruct other players if they are on/offside</b>.</p> <p>-I am use <b>correct technique consistently when tackling front, side and back</b>.</p> <p>-I demonstrate strong presentation skills when being tackled/in a ruck <b>and can fulfil different roles</b>.</p> <p>-I <b>demonstrate good body position with a maul situation to encourage a rolling maul</b>.</p>
Netball	<p>-<b>Sometimes</b> makes a <b>pass to a static player</b></p> <p>-I am <b>able to get into space to catch the ball on some occasions</b> but I am not running into the space.</p> <p>-My <b>opponent is often able to get the pass intended for me</b> because I have stopped moving.</p> <p>My passes to other players may get intercepted <b>because I have not used enough power. My footwork can let me down at times</b>. I am <b>not sure where I am able to go in my position</b>.</p>	<p>I <b>can</b> make a pass to a static players anywhere in the same third.</p> <p>I can <b>run into space to catch the ball some of the time</b>. My opponent is <b>sometimes</b> able to get the pass intended for me because I have stopped moving.</p> <p>My passes to other players may get <b>intercepted because I have not passed into the space</b>. My footwork can let me down at times. I can <b>mainly apply the rules around my position in a game</b>.</p>	<p>I am able to get into space to catch the ball on some occasions <b>by turning my hips and running into the space</b>. My <b>opponent rarely intercepts the ball</b> because I continue to move onto the pass. I <b>usually pass into the space</b>. My <b>footwork is usually good</b> but can let me down at times if I am under pressure. I understand my position boundaries for my position.</p>	<p>I <b>know all of the areas of play for the different positions and where they start at centre pass</b>.</p> <p>-I can defend a player by <b>marking them closely and am able to use this to get occasional interceptions</b>. I am <b>able to find space by using a dodge</b>.</p> <p>-My <b>footwork is good</b>.</p>	<p>I <b>defend the player closely so that they find it difficult to get free for a pass and also defend the pass showing an understanding of the obstruction rule</b>.</p> <p>-My <b>footwork is good even under pressure</b> and I am starting to <b>use a running pass in the game</b>.</p> <p>-I am <b>developing awareness of tactic at the centre pass and in side-line and backline passes</b>.</p>
Basketball	<p>-Less than <b>40% accuracy</b> of skills</p> <p>-Can <b>dribble the ball with strong hand</b> using finger tips, under control in a practice situation</p> <p>-Can pass the ball using a <b>chest pass over a short distance</b>. Some inaccuracies when bounce passing. Can <b>demonstrate a pivot in a practice situation</b>.</p> <p>-Attempts to shoot in isolated situations with little success or application of correct technique</p> <p>-Knows very basic rules</p>	<p>-Less than <b>50%</b> accuracy of skills</p> <p>-Can <b>dribble the ball with strong hand</b> using finger tips, under control in a practice situation</p> <p>-Can pass the ball using a chest pass and <b>bounce pass</b> over a short distance. -Can demonstrate a pivot in a <b>pressurised</b> practice situation.</p> <p>-Attempts to shoot in isolated situations with some success using part of the BEEF technique.</p> <p>-<b>Basic</b> understanding of rules</p>	<p>-50% skill accuracy</p> <p>-Can dribble the ball with <b>both hands</b> under control in a practice situation. Can attempt to use a <b>pivot in a game situation</b>.</p> <p>-Can pass the ball using a <b>chest, bounce and Javelin/Overhead pass</b> with some accuracy</p> <p>-Attempts to shoot in competitive situations with little success some application of technique</p> <p>-Knows the <b>basic principles and rules</b>.</p> <p>-Can apply <b>man to man marking</b> (team)</p>	<p>-60% skill accuracy</p> <p>-Can dribble the ball with both hands <b>under control in competitive situations</b>.</p> <p>-Can pass use a chest, bounce and Javelin pass <b>with accuracy in competitive situations</b>.</p> <p>-Can use a pivot and triple threat position in a game situation.</p> <p>-Can <b>shoot in competitive situations with using the BEEF</b> technique with some success.</p> <p>-Can perform a <b>dominant hand lay up in a practice situation some success in competition</b>.</p>	<p>-70% skill accuracy</p> <p>-dribbling: <b>Shifts the ball to the hand furthest away from opponent in competitive situations</b>. Can use a <b>pivot and triple threat position in a game situation effectively</b>.</p> <p>- <b>Can intercept a pass and attempt to rebound in competitive situations</b>.</p> <p>- Can perform <b>jump shot</b> with varying success.</p> <p>-<b>Performs dominant hand layup in a competitive situation</b>. Can perform a <b>weak handed layup in isolation</b> and attempts in competitive situations with little success.</p> <p>-Can apply man to man marking.</p>

Football	<p>-<b>Less than 50% accuracy of skills</b>          -Can <b>dribble the ball with strong foot under control in a practice situation</b>          -Can pass the ball with the <b>inside of the foot using the strong foot over a short distance</b>          -Some <b>inaccuracies when controlling the ball on the floor</b>          -<b>Shooting is inaccurate and lacks power</b></p>	<p>-<b>50% accuracy of skills</b>          -Can dribble the ball with strong foot under control in <b>competitive practice situation</b>          -Can pass the ball with the inside of the foot using the strong foot over a short distance <b>confidently</b>          -Some inaccuracies when controlling the ball on the floor          -<b>Shooting is inaccurate</b>          -<b>Attempts to use the laces when shooting</b></p>	<p>-<b>60% skill accuracy</b>          -Can <b>dribble the ball with both feet under control in a practice situation</b>          -Can pass the ball using the inside of the foot using their strong foot with some accuracy confidently          -<b>Can control the ball on the floor with some success</b>          -<b>Start to use the laces when shooting with some accuracy</b></p>	<p>-<b>70% skill accuracy</b>          -Can pass on the floor over <b>short and long distances</b>          -Can use their <b>weaker foot when they have to and it is on occasion effective (50%)</b>          -<b>Can dribble at speed using both feet.</b>          -Starts to dribble to outwit          -<b>Understand and use the principles of triangles (1-2's) in games</b>          -Can shoot using the <b>laces for power and the instep for accuracy</b>          -<b>Good standing tackling technique</b>          -<b>Reasonable</b> understanding of the rules.</p>	<p>-<b>75% accuracy of skills</b>          -Can use their <b>weaker foot when they have to and it is sometimes effective (60%)</b>          -Choose the <b>correct passes to use within games to retain possession</b>          -Can <b>sometimes beat an opponent 1v1.</b>          -Can <b>head the ball and starts to show the difference between attacking and defensive headers (not compulsory – FA guidance)</b>          -Understand and <b>apply most of the rules.</b>          -Starts to <b>show good understanding of positioning and tackling</b>          -<b>Effective in one position on the pitch</b></p>
Leadership	<p>Is able to <b>effectively deliver a 2 part warm up to a partner</b> and can describe sports specific warm up activities.</p> <p>Can <b>communicate well with most students</b> within the class. Is able to support others during group activities eg. Verbal and visual feedback, <b>leading demonstrations, encouraging and supporting other to be more resilient.</b></p>	<p>Is able to deliver a 2 part warm up effectively to a <b>small group of peers.</b></p> <p>Can <b>communicate effectively with almost all students</b> within the class. Is able to support others during group activities eg. Verbal and visual feedback, leading demonstrations, encouraging and supporting other to be more resilient.</p> <p>Can <b>reflect on what makes a good leader.</b></p>	<p>Is able to confidently deliver a <b>3 part warm up</b> effectively to a group or peers.</p> <p>Can communicate effectively with almost all students within the class.</p> <p>Is able to <b>confidently support</b> others during group activities eg. Verbal and visual feedback, leading demonstrations, encouraging and supporting other to be more resilient.</p> <p>Can <b>identify strengths and weaknesses in another leadership</b></p>	<p>Is able to confidently deliver a 3 part warm up effectively to <b>6+ peers.</b></p> <p>Can <b>communicate effectively with all students who are engaged</b> within the class, <b>supporting them and clearly increases the whole teams motivation, resilience and performance.</b></p> <p>Can <b>identify strengths and weaknesses in their own leadership.</b></p> <p>Can adapt their leadership approach based on who they are addressing.</p>	<p>Is able to confidently deliver a 3 part warm up effectively to 6+ peers.</p> <p>Can communicate effectively with all students who are engaged within the class, supporting them and clearly increases the whole teams motivation, resilience and performance.</p> <p>Can identify strengths and weaknesses in their own leadership.</p> <p>Can <b>adapt their leadership approach based on who they are addressing.</b></p>
Problem solving	<p>Is able to observe a situation, identify a specific problem and <b>sometimes a possible solution.</b></p> <p>Is <b>able to</b> organise their own thoughts and ideas to develop possible strategies to outwit and opponent or to solve a posed problem.</p> <p>Is <b>often</b> able to create or their own unique sequence of accurate movements in time to music or other performers.</p>	<p>Is <b>able to observe a complex situation or skill, identify a specific area for improvement or problem and sometimes suggest possible solutions to peers and the whole class.</b></p> <p>Is <b>sometimes</b> able to organise their own thoughts and ideas to <b>develop more advanced strategies and tactics</b> to outwit and opponent or to solve a more complex problem. Is able to create or their own unique and <b>interesting sequence</b> of accurate movements in time to music or other performers.</p>	<p>Is able to observe a complex situation or skill, identify a specific area for improvement or problem and <b>often suggest possible solutions to peers and the whole class.</b></p> <p>Is <b>able to often</b> organise their own thoughts and ideas to develop more advanced strategies and tactics to outwit and opponent or to solve a more complex problem.</p> <p>Is able to <b>often</b> create or their own unique and interesting sequence of accurate movements in time to music or other performers.</p>	<p>Is able to observe a complex situation or skill, identify a specific area for improvement or problem and <b>is able to</b> suggest possible solutions to peers and the whole class.</p> <p>Is <b>able to</b> organise their own thoughts and ideas to develop more advanced strategies and tactics to outwit and opponent or to solve a more complex problem.</p> <p>Is <b>able to</b> create or their own unique and interesting sequence of accurate movements in time to music or other performers.</p>	<p>Is able to observe a complex situation or skill, identify a specific area for improvement or problem and <b>suggest a number of suitable practical solutions.</b></p> <p>Is able to organise their own thoughts and ideas to develop more advanced strategies and tactics to outwit and opponent or to solve a more complex problem.</p> <p>Is able to create or their <b>own unique advanced performance</b> in time to music or other performers.</p>