

PROGRESS CORE PE: YEARS 7-11

| Grade | Y11 | Y10 | Y9 | Y8 | Y7 | AO1: Skills in Isolation | AO2: Competitive Situations | AO3: Evaluating, Leading , Coaching & Officiating |
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| | | | | | | 30% | 50% | 20% |
| 9 | | | | | | <ul style="list-style-type: none"> Can perform advanced sport-specific skills, always showing high standards of precision, control and fluency Maintains an excellent level of technique, accuracy and consistency at all times | <ul style="list-style-type: none"> Can apply advanced skills with excellent technique and/or composition displaying originality and flair in specialist events / positions in challenging situations Decision making is consistently effective in all situations. Shows an excellent ability to make successful and effective tactical and strategic decisions in challenging situations | <ul style="list-style-type: none"> Can select an appropriate role (performer, leader, official) in the activity and perform to a high standard. L – Organise a skills based practice incorporating basic progressions and teaching points. O – Ability to officiate a full, recognised inter-school activity. Can critically evaluate to enhance performance and support their peers with technical details and tactics where appropriate |
| 8 | | | | | | <ul style="list-style-type: none"> Can perform advanced skills showing continuous precision, control and fluency, including more advanced skills and practices. Maintains a very high level of technique, accuracy and consistency at all times | <ul style="list-style-type: none"> Applies advanced skills, knowledge techniques and/ or composition to a high standard in challenging situations. Decision making is consistently effective in most situations. Shows a very high standard of ability to make successful and effective tactical and strategic decisions in challenging situations | <ul style="list-style-type: none"> Can organise and communicate effectively through different roles, consistently applying rules. L – Lead a thorough sports specific warm-up, identifying major muscles, a range of dynamic and static stretches and a simple skill based activity as part of the W-Up. Can identify specific ways to improve through analysis of performance. |
| 7 | | | | | | <ul style="list-style-type: none"> Can consistently perform sport specific skills with precision, control and fluency, adapting these where necessary. Advanced skills are becoming increasingly more consistent. | <ul style="list-style-type: none"> Can combine appropriate skills with imagination to create a routine, sequence tactic or strategy. Make a significant contribution in competition with the ability to adapt according to the opposition. | <ul style="list-style-type: none"> L – Lead a sports specific warm-up for an activity, identifying major muscles used and a range of dynamic and static stretches. O - Can consistently apply rules when officiating/leading a practice. Analyse and comment on skills, routines, ideas and game play to help improve performance |
| 6 | | | | | | <ul style="list-style-type: none"> Perform a range of sport-specific skills with consistency, control and fluency. Advanced skills are being used with some success. | <ul style="list-style-type: none"> Combine basic skills effectively to create a routine, sequence, tactic or strategy. Impact of skills and decision making is established, making an effective contribution in competition. | <ul style="list-style-type: none"> Plan, organise and lead a simple activity safely. L – Lead a simple warm-up with peers with control/confidence, including a range of stretches and naming some muscles. |

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| 5 | | | | | | <ul style="list-style-type: none"> • Select and use some basic sports specific skills with some precision, control and fluency. • Advanced skills are attempted with occasional success. | <ul style="list-style-type: none"> • Link a range of basic skills with some success. • Use of skills and decision making is rushed in competition. | <ul style="list-style-type: none"> • Work with others to plan, organise and lead simple activity. • Be fit enough to undertake required tasks. • L - Lead a simple warm-up with peers including some stretches. • C – Recognise key rules broken in a basic 1v1/2v1 practice. • Compare your own skills with others. • Identify significant strengths and weaknesses in performance. | |
| 4 | | | | | | <ul style="list-style-type: none"> • Perform basic sport-specific skills with some control and co-ordination. | <ul style="list-style-type: none"> • Select and use a small range of basic skills appropriately. • More challenging skills are not possible | <ul style="list-style-type: none"> • Can work in pairs/small groups to carry out simple tasks. • Complete a basic warm up as an individual incorporating some stretching. • Explain the purpose of warm-ups. • C – Identify key rules broken with individuals in isolation. • Know when your own skills are similar and different to others' work. | |
| 3 | | | | | | <ul style="list-style-type: none"> • Explore simple skills; copy, repeat and remember simple actions with control and coordination. | <ul style="list-style-type: none"> • Perform simple skills and actions. • Ideas are varied and linked to the activity with some understanding of simple tactics and basic compositional ideas. | <ul style="list-style-type: none"> • Identify that regular activity is a healthy lifestyle choice and can identify roles in an activity other than 'performer'. • Identify fundamental changes in the body during exercise. • Talk about your own and others performance and give some ideas for improvement. | |
| 2 | | | | | | <ul style="list-style-type: none"> • Simple skills are challenging, repeating actions is possible with significant guidance | <ul style="list-style-type: none"> • Very little skill is transferred • Simple tactics are challenging | <ul style="list-style-type: none"> • Finds identifying positives from being active challenging, but is possible when prompted • Struggles to identify fundamental changes in the body during exercise • Is able to recognise areas for other/self to improve when prompted | |

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| 1 | | | | | | <ul style="list-style-type: none"> Is unable to explore simple skills; copy, repeat and remember simple actions with any control or coordination. | <ul style="list-style-type: none"> Is unable to transfer any skills into competitive situations with any form of accuracy or coordination | <ul style="list-style-type: none"> Finds identifying positives from being active challenging Struggles to identify fundamental changes in the body during exercise Is unable to recognise areas for other/self to improve |
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