

Age Related Expectations- PE

Age-related expectations identify what is expected of our learners by a specified age, stage or year group. Our curriculum defines these as a set standard of expectations which are defined either as exemplars, descriptors or questions.

Big Ideas	Year 7	Year 8	Year 9
Cognitive	<ul style="list-style-type: none"> ● Applies simple fundamental movement skills in an activity. ● Uses simple tactics, strategies and ideas. ● Outlines what is good and bad about a performance. ● Organises equipment and communicates instructions to others. ● Takes risks and learns from mistakes. ● Follows simple rules/instructions in physical activity. 	<ul style="list-style-type: none"> ● Compares performances identifying strengths and improvements. ● Makes suggestions on how to improve their own and others' performance. ● Confidently leads small group activities. ● Makes informed choices about engaging in physical activity. ● Suggests ways of making an activity harder and more challenging. ● Makes connections between different ideas. 	<ul style="list-style-type: none"> ● Analyses the performance of self and others creating plans to improve. ● Suggests how different tactics and ideas can be applied in activities. ● Demonstrates good levels of imagination and creativity in performances. ● Suggests alternative ways to solve problems. ● Reflects and acts on feedback ● Compares performances against previous ones demonstrating improvements made. ● Able to transfer knowledge, adapt and apply this to new/different activities.
Physical	<ul style="list-style-type: none"> ● Uses fundamental simple skills such as throwing, catching, running with some control and success. ● Demonstrates a skill/movement when assisted or through instruction. ● Performs simple skills in isolation with some control and accuracy. 	<ul style="list-style-type: none"> ● Demonstrates simple skills in more competitive situations (conditioned practices) with control and accuracy. ● Chooses, links and combines skills with control and coordination. ● Applies fundamental movement skills in different activities. ● Applies simple tactics to activities and games. 	<ul style="list-style-type: none"> ● Perform more complex skills with control, accuracy and fluency. ● Changes tactics, strategies and skills to suit changing competitive situations. ● Able to choose, link and combine skills and techniques in different situations. ● Demonstrates accurate and fluent skills and techniques.

Healthy	<ul style="list-style-type: none"> • Completes short periods of exercise and can sustain effort in an activity without getting tired. • Dresses appropriately for the activity and environment. • Describes the effects of exercise/warm up on the body. • Identifies some of the major muscles of the body. • Performs a warm up independently 	<ul style="list-style-type: none"> • Can remain active for longer periods of time. • Participates in extra-curricular activities. • Understands why it is important to exercise regularly. • Identifies a range of components of fitness needed to be successful. 	<ul style="list-style-type: none"> • Is committed and participates in a wide variety of extra-curricular activities and competitive teams. • Understands and demonstrates the short and long term effects of exercise. • Shows an understanding of how to improve their health and fitness. • Explains the importance of a balanced lifestyle and the contribution of exercise and nutrition towards it. • Promotes active healthy lifestyle habits.
Social	<ul style="list-style-type: none"> • Works cooperatively with others during lessons. • Communicates what is good about a performance to others. • Can warm up with others in a small group • Sets out and uses equipment safely • Can follow simple rules in an activity. 	<ul style="list-style-type: none"> • Communicates and works collaboratively with others. • Confidently leads a small group warm up or activity. • Assists with officiating in lessons. • Listens to and responds to feedback from others. • Joins in with all activities even when they find them difficult. 	<ul style="list-style-type: none"> • Leads others with little support when organising or officiating activities. • Provides constructive feedback to others. • Sets realistic and challenging goals. • Regularly volunteers to help others.
Affective	<ul style="list-style-type: none"> • Controls own behaviour in a physical activity setting. • Demonstrates a positive approach to learning. • Has confidence to participate in physical activity. • Takes responsibility for their own learning. • Listens to and follows instructions from others. 	<ul style="list-style-type: none"> • Shows fair play, respect and support for other pupils in the class. • Willing to ask for help when needed and answers questions in front of peers. • Demonstrates self-control and responsibility. • Controls feelings when winning or losing. • Chooses to take part in after school activities. 	<ul style="list-style-type: none"> • Manages emotions during challenging situations. • Supports others in their learning and recognises their needs. • Follows rules and etiquette in competitive games and activities. • Keeps trying even when they find things difficult or make mistakes. • Uses their own experiences to support others