

P.E.

Step	Strand 1 Intellectual understanding <i>(Equal weighting)</i>	Strand 2 Tactics and strategies <i>(Equal weighting)</i>	Strand 3 Analysis and evaluation <i>(Equal weighting)</i>	Strand 4 Performance and replication <i>(Equal weighting)</i>	Strand 5 Creativity <i>(Equal weighting)</i>
9	All of the below and... <ul style="list-style-type: none"> ▪has an expert understanding of anatomy and physiology in relation to sport and is able to analyse and explain sports performance incorporating this. ▪has a mind-set that positively influences peers' learning behaviour. 	All of the below and... <ul style="list-style-type: none"> ▪can dictate a situation and command the respect of those around them. ▪can determine the most appropriate strategies and tactics that will influence a game or situation. ▪is resilient and does not falter in failure. 	All of the below and... <ul style="list-style-type: none"> ▪when analysing, can refer to the cause, impact and consequence on performance in a range of activities. ▪can build on another individual's areas of excellence and still find ways to challenge and develop other's performance as well as their own. 	All of the below and... <ul style="list-style-type: none"> ▪can, at all times, perform skills using the exact technique. ▪can adapt this in a range of competitive situations in which they do not falter. 	All of the below and... <ul style="list-style-type: none"> ▪can facilitate others in developing ideas and can identify the strengths and areas of improvement within these. ▪is considered a role model by their peers.
8	All of the below and... <ul style="list-style-type: none"> ▪can understand the social aspects of sport and the competitions that take place worldwide. ▪can evaluate why different sports require different diets. 	All of the below and... <ul style="list-style-type: none"> ▪can make decisions that positively affect individual and group performances and results. ▪can make decisions that are autonomous and varied and show a clear understanding of the outcomes that they effect. 	All of the below and... <ul style="list-style-type: none"> ▪can evaluate the cause of different weaknesses and determine the effect and consequences related to this. 	All of the below and... <ul style="list-style-type: none"> ▪can produce performances that have an intensity in which the skill-level remains high. ▪can produce a performance that appears effortless and they are able to link skills into different activities without losing fluency. 	All of the below and... <ul style="list-style-type: none"> ▪can lead a group using innovative ideas to overcome problems. ▪can take all abilities into consideration.
7	All of the below and... <ul style="list-style-type: none"> ▪can identify all the principles of training and can incorporate the FITTA principal when developing a training programme. ▪Shows an understanding of cultural aspects of sport worldwide. 	All of the below and... <ul style="list-style-type: none"> ▪can adopt tactics and strategies that are executed well and the decisions made focus on the strengths and weaknesses of both them and their opponents. ▪can make decisions that are autonomous and varied. 	All of the below and... <ul style="list-style-type: none"> ▪can analyse the cause of positives and negatives and what impact this has on performance. 	All of the below and... <ul style="list-style-type: none"> ▪can consistently apply advanced skills to changing situations, developing techniques to meet the needs of the competition. 	All of the below and... <ul style="list-style-type: none"> ▪can assist when creating new ideas in a performance. ▪can challenge ideas in order to improve them. ▪can use appropriate terminology when developing new concepts.
6	All of the below and... <ul style="list-style-type: none"> ▪can identify and describe a variety of training methods and can consider the strengths and areas of improvement for each. ▪can relate strengths and areas of improvement to specific sports and consider why they are effective for these activities. 	All of the below and... <ul style="list-style-type: none"> ▪can make decisions that are backed up by skill and understanding. ▪can comment on other people's tactical awareness. 	All of the below and... <ul style="list-style-type: none"> ▪can use ICT to compare different performances and give feedback. ▪can recognise and comment on strengths and weaknesses in performances, strategies and tactics. 	All of the below and... <ul style="list-style-type: none"> ▪can select, combine and adapt advanced skills accurately and appropriately. 	All of the below and... <ul style="list-style-type: none"> ▪can trial new ideas without the fear of failure and is willing to try out these ideas on others.
5	All of the below and... <ul style="list-style-type: none"> ▪can describe the structure of the main body systems. ▪is happy to volunteer for demonstrations. 	All of the below and... <ul style="list-style-type: none"> ▪can make decisions that influence the situations made. ▪can make decisions that influence more than just themselves. 	All of the below and... <ul style="list-style-type: none"> ▪can compare multiple performances using key words and teaching points. 	All of the below and... <ul style="list-style-type: none"> ▪can select and combine skills accurately in a competitive environment. 	All of the below and... <ul style="list-style-type: none"> ▪can use imagination to overcome problems and entertain an audience.

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4	All of the below and... <ul style="list-style-type: none"> ▪can identify and describe the reasons people take part in physical activity. ▪can describe the various roles available in sport. ▪can answer questions without prompting and will seek advice on how to improve. 	All of the below and... <ul style="list-style-type: none"> ▪can make decisions in small-sided games or during short sequences that have an impact on the performance. 	All of the below and... <ul style="list-style-type: none"> ▪can identify a range of factors that can affect performance, such as fitness and environment. ▪can use ICT to communicate observations with others. 	All of the below and... <ul style="list-style-type: none"> ▪can consistently show precision and control in a small-sided game. 	All of the below and... <ul style="list-style-type: none"> ▪can change and modify ideas within an activity.
3	All of the below and... <ul style="list-style-type: none"> ▪can identify major muscles and bones in the body. ▪can describe the difference between dynamic and static stretching. ▪can give psychological reasons as to why warm-ups are needed. ▪can ask appropriate questions to develop their own understanding and wants to know how to improve. 	All of the below and... <ul style="list-style-type: none"> ▪can look at a situation and decide on what to do. ▪knows how to respond in simple situations. 	All of the below and... <ul style="list-style-type: none"> ▪can use video technology to identify strengths and weaknesses. ▪can use key words when giving feedback. 	All of the below and... <ul style="list-style-type: none"> ▪can adapt skills within a game while still showing some accuracy. 	All of the below and... <ul style="list-style-type: none"> ▪can use a range of different stimuli to try and add new ideas to a performance. ▪can use linking movements effectively.
2	All of the below and... <ul style="list-style-type: none"> ▪can find and measure own pulse and understand what HR is and that it increases with exercise. ▪can answer questions when asked. ▪identify three phases of a warm-up. 	All of the below and... <ul style="list-style-type: none"> ▪can react to situations with basic thought. ▪can make decisions in a practice situation. ▪can take time to employ their decisions. 	All of the below and... <ul style="list-style-type: none"> ▪can identify strengths and weaknesses in isolated skills. 	All of the below and... <ul style="list-style-type: none"> ▪can show control within their performance, but is reliant on the teacher to show them the technique. 	All of the below and... <ul style="list-style-type: none"> ▪is happy to be led by others but can consider how dynamics can affect the final outcome.
1	Can... <ul style="list-style-type: none"> ▪listen when other people talk. ▪understands the rules and expectations required within PE. ▪Prepared for activity by bringing appropriate kit. 	Can... <ul style="list-style-type: none"> ▪rely on other people to make decisions for them however they can make some decisions in closed situations. 	Can... <ul style="list-style-type: none"> ▪make comments based on outcome (so, whether the performance was good or bad) but needs help when giving feedback. 	Can... <ul style="list-style-type: none"> ▪perform skills with limited control. 	Can... <ul style="list-style-type: none"> ▪follow a set routine with guidance.