



Year 7 PE

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
Athletics	<ul style="list-style-type: none"> - To compete and understand the role of tactics in a variety of races. - To understand and start to use the correct technique, using the leading leg and trailing leg in hurdles. - To be more confident high jumping over a variety of heights. - Begin to understand the technique for shot, discus and javelin. - Perform correct long jump technique from a short run up. - To start changing over in the relay box at full pace. - To make decisions about what to do improve performance and that of others. 	<p>A year 7 pupil will be able to understand the correct pace for running over a variety of distances. To show control in take off and landings when jumping. To throw accurately and understand the combination of power and angle of release. Pupils begin to refine performance by analysing their technique and body shape. Pupils begin to show more control in their athletic event.</p> <p>Pupils compose creative and imaginative sequences that are becoming more complex and require strength and stamina. Pupils perform sequences that are expressive and begin to hold a strong body posture and have control over these. Pupils explore the most appropriate genre for their routine (for example grace or high energy).</p> <p>Pupils begin to show an awareness of tactical decisions. Pupils have an understanding of positional play .They have increased accuracy when striking, passing, catching or fielding a ball over a variety of distances.</p> <p>Year 7 pupils become more confident leaders. They gain in patience when there are team difficulties and try to find a solution to overcome these. They attempt to find strategies that will enable them to help others out.</p>
Dance	<ul style="list-style-type: none"> - To move in time confidently to a regular beat. - To choreograph a motif for others to perform. - To understand the terms 'canon' and 'unison' and to use these terms accordingly. - To work on different levels, using a variety of moves. - Routines show flow. 	
Games	<ul style="list-style-type: none"> - To attempt to pass, catch and control under pressure during match situations. - Pupils are aware in the decisions they take when deciding to attack and defend. - To attempt to strike the ball correctly according to the length of delivery. - Use forehand and backhand when playing racket games. - To attempt to change direction by passing the ball into the space and show an awareness of attacking and defending tactics. 	
Gymnastics	<ul style="list-style-type: none"> - Pupils are aware of the different positions their body can do. - Most of the gymnastic performances show consistent body tension. - To plan a sequence for individuals and others to perform. - To use some complex moves to link between moves in a sequence at a variety of levels. - To perform in a solo or group sequence using some complex moves, showing clarity and stability in their moves 	
OAA	<ul style="list-style-type: none"> - Work confidently in familiar in familiar environments. - Work cooperatively with others, making some contributions to the plans. - Identify some activities that help prepare for a challenge. - Choose and perform skills and strategies effectively. - Find solutions to problems and challenges. - Adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood. - Identify some of the strengths and weaknesses in their performance. - Suggest ways to improve performance and offer suggestions to solve the challenge. 	