

# Physical Education

KNOWLEDGE											SKILLS			
Fitness for Sport and Exercise			Practical Sports Performance			The Sports Performer in Action		Leading Sports Activities			Practical Performance			
Compo nents of Fitness	Fitness Training Methods	Fitness Testing and Fitness Levels	Rules, Regulations and Scoring Systems	Skills, techniqu es & Tactics	Reviewing Sports Performanc e	Responses to Body Systems from Exercise	Energy Systems	Attributes for Successful Sports Leadership	Planning and Leading sports activities	Review planning and leading of sports activities	Doing	Thinking	Feeling	
<b>R1</b>	<b>I can</b> underst and what fitness compo nents are.	<b>I can</b> understa nd what a fitness training method is.	<b>I can</b> understan d what a fitness test is.	<b>I can</b> identify the rules for a selected sport and the officials	<b>I can</b> identify the technical demand s of a sport	<b>I can</b> identify your own strengths and weaknesse s in one selected sport	<b>I can</b> identify the short term responses to exercise for musculoskel etal system	<b>I can</b> understan d what an aerobic energy system is.	<b>I can</b> identify the skills of a successful sports leader.	<b>I can</b> identify different warm up activities.	<b>I can</b> identify the strengths of the warm up.	<b>I can</b> demonstra te a narrow range of simple skills and movement patterns	<b>I can</b> link basic movement skills to make movements, actions and sequences.	<b>I can</b> understand that being active is important to health.
<b>R2</b>	<b>I can</b> identify the differen t fitness compo nents.	<b>I can</b> identify types of different training methods.	<b>I can</b> identify a fitness test for each fitness compone nt	<b>I can</b> identify the rules and scoring systems for a selected sport whilst describing the role of an official	<b>I can</b> identify the technical demand s of two sports	<b>I can</b> identify your own and others strengths and weaknesse s in one selected sport	<b>I can</b> identify the short term responses to exercise for cardiorespir atory system	<b>I can</b> understan d what an anaerobic energy system is.	<b>I can</b> identify the skills and qualities of a successful sports leader.	<b>I can</b> plan a warm up activity.	<b>I can</b> identify the strengths and weaknes ses of the warm up.	<b>I can</b> demonstra te a broader range of skills (running, jumping, throwing and catching) and can be applied to a specific sport, however performan ce can be hesitant.	<b>I can</b> understand how to react to situations with basic thought/responses	<b>I can</b> understand that being active is important to health and identify the benefits of exercising.

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<b>R3</b>	<b>I can</b> identify the different types of fitness (physical/skill) components and describe why different sports need them.	<b>I can</b> describe a training method for a specific fitness component.	<b>I can</b> describe fitness tests for 3 different fitness components.	<b>I can</b> begin to describe the rules and the scoring systems for a selected sport, identifying the responsibilities of an official.	<b>I can</b> identify skills and techniques required in isolated practices.	<b>I can</b> describe your own strengths and weaknesses in one selected sport and identify areas for improvement.	<b>I can</b> identify the short responses to exercise for both the musculoskeletal and cardiorespiratory systems.	<b>I can</b> identify sports that use the aerobic and anaerobic energy systems.	<b>I can</b> identify the skills, qualities and responsibilities of a successful sports leader.	<b>I can</b> plan and lead a warm up activity for a given sports activity.	<b>I can</b> identify the strengths and weaknesses of the warm up and ways to improve.	<b>I can</b> demonstrate a broad range of skills used that are consistent and linked to specific activities, performance can breakdown under pressure and actions are not always smooth and co-ordinated.	<b>I can</b> understand simple strategies but not carry them out effectively.	<b>I can</b> show enjoyment from being active and feel confident in the leadership of others.
<b>F1</b>	<b>I can</b> describe why fitness components are important in two different sports	<b>I can</b> describe training methods for a specific sport.	<b>I can</b> demonstrate knowledge of one fitness test procedure in a practical situation.	<b>I can</b> describe in detail the rules and scoring systems for two selected sports and the role and responsibilities of officials.	<b>I can</b> describe in detail the technical and tactical demands of two selected sports.	<b>I can</b> describe your own strengths and weaknesses in one selected sport and describe areas for improvement.	<b>I can</b> describe two long term adaptations of the musculoskeletal system resulting from exercise	<b>I can</b> describe the two main energy systems.	<b>I can</b> describe the attributes of a selected successful sports leader.	<b>I can</b> plan a given sports activity	<b>I can</b> describe the strengths and areas for improvement of the main component.	<b>I can</b> demonstrate a good range of skills with consistency.	<b>I can</b> apply simple, directed, tactics and strategies in modified practices with support.	<b>I can</b> actively participate in the lessons, demonstrating fairness in competition and activities.
<b>F2</b>	<b>I can</b> begin to explain why fitness components are important in two different sports.	<b>I can</b> begin to explain the training methods used for two specific sports.	<b>I can</b> demonstrate knowledge of two fitness tests procedure in a practical situation.	<b>I can</b> explain in good detail a range of rules, regulations and scoring systems for two selected sports and the roles and responsibilities of officials.	<b>I can</b> explain in good detail the relevant skills and techniques required in two selected sports	<b>I can</b> produce with guidance an observation checklist to review strengths and weaknesses in one selected sport.	<b>I can</b> describe two long term adaptations of the cardiorespiratory system resulting from exercise	<b>I can</b> describe the two main energy systems including examples of sports that use each energy system.	<b>I can</b> describe the attributes of two selected successful sports leaders.	<b>I can</b> lead a component of a sports activity session, with guidance and/or support.	<b>I can</b> describe the strengths and areas for improvement of the sports activity session.	<b>I can</b> demonstrate a good range of skills and can perform them well, occasionally breaking down under pressure in more than one sport.	<b>I can</b> apply simple, directed tactics and strategies in modified practices without support.	<b>I can</b> demonstrate maximum effort in lessons, they regularly push themselves to increase intensity.

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<b>F3</b>	<b>I can</b> explain why fitness components are important in one sport to allow performers to be successful.	<b>I can</b> explain, using examples the training methods used for two specific sports.	<b>I can</b> explain fitness test procedures and their suitability for particular sports.	<b>I can</b> explain in good detail a range of rules, regulations and scoring systems for two selected sports, giving appropriate examples of how the rules can be applied within a game.	<b>I can</b> explain in good detail the relevant skills and techniques required in two selected sports in conditioned practices.	<b>I can</b> produce with guidance an observation checklist to review strengths and weaknesses in two selected sports.	<b>I can</b> describe in detail two long term adaptations of the musculoskeletal and cardiorespiratory systems resulting from exercise.	<b>I can</b> describe the three energy systems including examples of sports that use each system.	<b>I can</b> describe the attributes and responsibilities of two selected successful sports leaders using relevant examples.	<b>I can</b> independently lead a sports activity session.	<b>I can</b> explain the strengths and areas for improvement of the sports activity session.	<b>I can</b> perform advanced techniques in a limited number of sports with aspects of precision, control and fluency.	<b>I can</b> apply basic principles of performance/composition such as principles of attack/defence, to win game/point.	<b>I can</b> demonstrate a commitment to achieve and do not give up on a challenge.
<b>A1</b>	<b>I can</b> explain in detail why fitness components are important to 2 different sports to allow performers to be successful.	<b>I can</b> analyse the effective use of training methods for one specific sport.	<b>I can</b> analyse suitable fitness test procedures for reliability.	<b>I can</b> analyse the effective use of rules, regulations and scoring systems and apply rules in four specific situations.	<b>I can</b> analyse the relevant skills and techniques required in two selected sports in competitive practices.	<b>I can</b> independently produce an observation checklist to review strengths and weaknesses in one selected sports.	<b>I can</b> explain the long term adaptations and short term effects of the musculoskeletal and cardiorespiratory systems to exercise.	<b>I can</b> explain the function of the three energy systems in the production and release of energy for sports performance.	<b>I can</b> explain the attributes required for, and responsibilities of sports leadership.	<b>I can</b> plan two selected sport activities	<b>I can</b> explain the strengths and areas for improvement of the sports activity session and targets for future development as a sports leader.	<b>I can</b> perform advanced techniques in a range of sports with aspects of precision, control and fluency.	<b>I can</b> implement ways to win/perform well and respond with appropriate principles e.g. pacing/sprint finish in athletics.	<b>I can</b> demonstrate a commitment to achieve and do not give up on a challenge and they have a positive affect on others, resolving peer/group issues and conflicts.
<b>A2</b>	<b>I can</b> evaluate the importance of the fitness components for two different sports.	<b>I can</b> evaluate the effective use of training methods for two specific sports.	<b>I can</b> evaluate the reliability and validity of fitness tests for two different sports.	<b>I can</b> compare and contrast the roles and responsibilities of officials from two selected sports	<b>I can</b> compare and contrast the relevant skills, techniques and tactics required in two selected sports in competitive practices.	<b>I can</b> independently produce an observation checklist to explain strengths and weaknesses in one selected sport and areas for improvements.	<b>I can</b> explain using examples the long term adaptations and short term effects of the musculoskeletal and cardiorespiratory systems to exercise.	<b>I can</b> explain how the body uses both the anaerobic and aerobic energy systems in two selected sports	<b>I can</b> evaluate the attributes of two successful sports leaders.	<b>I can</b> independently lead a successful sport activity session.	<b>I can</b> evaluate areas for development suggesting recommended targets for future sports leadership.	<b>I can</b> perform advanced techniques in a range of sports with precision, control and fluency on a more consistent basis.	<b>I can</b> evaluate techniques, tactics and strategies used to improve performance.	<b>I can</b> demonstrate an attitude that enthuses others as a role model with an extremely active role within the lesson.

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A3	I can <b>compare and contrast</b> the differences between fitness components used in three different sports.	I can <b>compare and contrast</b> the most effective training methods used for 3 specific sports in order to improve fitness components.	I can as A2, <b>suggest</b> reasons for suitable fitness tests for 3 different sports.	I can as A2, <b>suggest valid recommendations</b> for improvement to the application of rules, regulations and scoring systems for each sport.	I can as A2, <b>Evaluate</b> the skills, techniques and tactics in two selected sports in competitive situations.	I can <b>independently produce</b> an observation checklist to <b>analyse</b> strengths and areas for improvements in two selected sports, <b>justifying</b> recommended activities to improve own performance.	I can <b>compare and contrast</b> the responses and adaptations of the musculoskeletal and cardiorespiratory systems to exercise for three different sports activities	I can <b>compare and contrast</b> how the energy systems are used in sports with different demands	I can <b>compare and contrast</b> the attributes of two successful sports leaders.	I can <b>justify</b> the choice of activities within sports activity plan.	I can <b>justify</b> targets for future development as a sports leader.	I can <b>perform</b> a wide range of skills with a large degree of <b>mastery</b> making performance look easy and <b>selecting</b> suitable techniques for changing situations.	I can <b>lead</b> advanced tactics and strategies. Modify plans in challenging circumstances, decision making positively affects performance.	I can <b>demonstrate</b> an attitude that enthuses others as a role model with an extremely active role within the lesson. Displaying excellent manners, behaviour, etiquette and sportsmanship.