

# Year 7 PE Learning Outcomes

## Unit 1/2/3: Netball

Students will:

### **1. To develop balanced and coordinated movement patterns that can be transferred into a game situation.**

**Emerging:** Understand the need to warm up. be able to visually demonstrate space in a controlled environment.

**Developing:** be able to identify space and explain what it is. They will be able to maintain space when they are moving and keep it at a constant pace. They will be able to demonstrate a pass to someone who is in space.

**Mastery:** be able to clearly identify what is meant by space and apply this understanding in an open situation. They will be able to change pace when moving into space and make informed decisions when passing.

### **2. Replication of ball handling skills (one and two handed passes)**

**Emerging:** be able to perform a two handed pass with basic control and accuracy. In a game situation they will begin to identify how to pass into space.

**Developing:** be able to make a two handed passing showing some control and accuracy. They will be able to securely catch a pass and begin to abide by the footwork rule.

**Mastery:** send and receive two handed passes with control and accuracy. They will begin to apply correct technique and landing and ensure they are passing into space within a game situation.

### **3. To know the seven playing positions and their associated areas.**

**Emerging:** will be able to name the seven positions on a netball team. They will be able to pass effectively when not being marked.

**Developing:** be able to name all seven positions in a netball team and explain where they are able to move on court. They will be able to adjust to playing different positions.

**Mastery:** be able to name all positions and areas they are associated with. They can use their knowledge and understanding of this in centre passes and back line passes.

### **4. Develop a concept of rule adherence and increase knowledge of the rules.**

**Emerging:** have a basic understanding of rules.

**Developing:** demonstrate good understanding of basic rules. During a competitive situation, they will adhere to the majority of the rules.

**Mastery:** have excellent understanding of the rules with some evidence of a more advanced understanding. They will adhere to rules and show balanced and well executed skills. They will begin to umpire with some confidence.

## Unit 1/2/3: Hockey

Students will:

### 1. Movement with and without the ball.

**Emerging:** Demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations.

**Developing:** Perform the necessary dribbling skills to suit the situation. Use different ways to manoeuvre/manipulate the ball into open spaces.

**Mastery:** Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played.

### 2. Execution of core skills (Dribbling, Passing, Receiving & Shooting)

**Emerging:** Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Identify the differences between their performances and others.

**Developing:** Pass using different variations covering longer and shorter distances. Accurately replicate core skills consistently and as a result plays a main role in small sided games.

**Mastery:** Identify the type of core skill needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and occasionally successful.

### 3. Outwitting Opponents in a competitive game situation

**Emerging:** Show a basic tactical awareness and react to opponent's pressure in a small sided game. Often skill execution is affected by opposition pressure.

**Developing:** Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending;

**Mastery:** Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.

### 4. Developing Physical Literacy. (Running, Jumping, Coordination & Body Control)

**Emerging:** Demonstrate basic movements including running and hand eye coordination based techniques with some fluency and control.

**Developing:** Perform the necessary fundamental movement & hockey skills that allow them to read their environment and make appropriate decisions. The manipulation of this techniques are performed at a greater speed.

**Mastery:** Control the ball and move with speed and agility. Core hockey skills are consistently performed quicker in response to pressure in a game due to improved physical literacy.

## Unit 1/2/3: Badminton

Students will:

### 1. Anticipation & Coordination Skills (Physical Literacy Development)

**Emerging:** Demonstrate basic movement patterns to meet the shuttle with some control. Limited footwork can restrict shot selection. Physical literacy is in its early stages and can result in core skills lacking control and fluency.

**Developing:** Show a developing ability to read the flight of the shuttle and move into the necessary space to replicate chosen skills. Use different speeds and can manoeuvre/manipulate the shuttle into a number of different positions.

**Mastery:** Control body movements and deliberately place their body into the correct position during competitive situations. Movements are well coordinated and are consistent making a significant impact on games played.

### 2. Execution of core skills (forehand clear, backhand clear, serve and drop shot)

**Emerging:** Use basic techniques in a controlled situation and will only use the forehand to play a majority of shots. Perform these skills at a slower speed and will show intent in body preparation lacking only skill execution.

**Developing:** Mostly use the forehand shot but accurately replicates other core skills when needed. Can maintain a rally. Begin to understand importance of strategy and tactics when attacking.

**Mastery:** Identify and replicate core skills needed and perform these fluently and quickly. Use more advanced variations of these skills with increased success often outwitting opposition. Control of the shuttle is consistent and shots are performed fairly quickly in response to opponents play.

### 3. Outwitting Opponents in a competitive game situation

**Emerging:** Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence, accuracy and consistent replication is evident in low pressure situations. Will often follow other pupil's leads but occasionally will direct others.

**Developing:** Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively as a pair. Can use an improving range of skills and techniques together with accuracy to outwit an opponent.

**Mastery:** Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.

### 4. Developing an understanding of warm ups and basic rules

**Emerging:** Understand why activity is good for health and fitness. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game.

**Developing:** Explain in simple terms the physical effects of exercise on their body and the importance of preparing for exercise safely. Can help others with the understanding of rules and terminology.

**Mastery:** Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of game rules and can adapt them for varying conditioned situation.

## Unit 4/5/6: Swimming

**Students will:**

### 1 Water confidence

**Emerging:** Explain how to keep themselves and others safe around water

**Developing:** Demonstrate a safe entry

**Mastery:** Effectively demonstrate a surface dive and explain the reasons for this technique

### 2 Performance

**Emerging:** Can maintain a width of the pool using swimming aids

**Developing:** Can maintain a steady swim of 10m widths for 3 minutes without aids

**Mastery:** Can maintain a fluent and smooth swim of 10m widths. These widths are linked with effective turning techniques.

### 3 Skill refinement

**Emerging:** Can demonstrate a consistent front crawl leg action

**Developing:** Can link their leg action to an effective front crawl action without disrupting the fluency of their stroke

**Mastery:** They can combine both the front crawl leg and arm actions with an efficient breathing pattern. The stroke maintains its form from start to finish over 25m

### 4 Application

**Emerging:** They can use the skills learnt to perform a range of water based activities

**Developing:** Skills are used to outwit opponents in a range of activities. Using breathing techniques, change of direction

**Mastery:** They can quickly select from a range of skills to outwit their opponents breathing techniques, change of direction and effective use of pace.

## Unit 4/5/6: Football

**Students will:**

### 1. Movement with and without the ball.

**Emerging:** Demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations.

**Developing:** Perform the necessary dribbling skills to suit the situation. Use different parts of the foot to manoeuvre/manipulate the ball into open spaces.

**Mastery:** Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played.

## **2. Execution of core skills (Dribbling, Passing, Shooting)**

**Emerging:** Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Identify the differences between their performances and others.

**Developing:** Pass using different variations covering longer and shorter distances. Accurately replicate core skills consistently and as a result plays a main role in small sided games.

**Mastery:** Identify the type of core skill needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and occasionally successful.

## **3. Outwitting Opponents in a competitive game situation**

**Emerging:** Show a basic tactical awareness and react to opponent's pressure in a small sided game.

**Developing:** Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending;

**Mastery:** Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.

## **4. Developing Physical Literacy. (run, jump, kicking, control)**

**Emerging:** Demonstrate basic movements including running, jumping and kicking techniques applied with some coordination and control.

**Developing:** Perform the necessary fundamental movement & football skills that allow them to read their environment and make appropriate decisions. The manipulation of this techniques are performed at a greater speed.

**Mastery:** Control the ball and move with speed and agility. Core football skills are consistently performed quicker in response to opposition pressure in a game.

## **Unit 4/5/6: Dance**

### **1. Movement with and without the ball.**

**Emerging:** Demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations.

**Developing:** Perform the necessary dribbling skills to suit the situation. Use different parts of the foot to maneuver/manipulate the ball into open spaces.

**Mastery:** Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played.

## **2. Execution of core skills (Dribbling, Passing, Shooting)**

**Emerging:** Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Identify the differences between their performances and others.

**Developing:** Pass using different variations covering longer and shorter distances. Accurately replicate core skills consistently and as a result plays a main role in small sided games.

**Mastery:** Identify the type of core skill needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and occasionally successful.

## **3. Outwitting Opponents in a competitive game situation**

**Emerging:** Show a basic tactical awareness and react to opponent's pressure in a small sided game.

**Developing:** Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending;

**Mastery:** Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.

## **4. Developing Physical Literacy. (run, jump, kicking, control)**

**Emerging:** Demonstrate basic movements including running, jumping and kicking techniques applied with some coordination and control.

**Developing:** Perform the necessary fundamental movement & football skills that allow them to read their environment and make appropriate decisions. The manipulation of this techniques are performed at a greater speed.

**Mastery:** Control the ball and move with speed and agility. Core football skills are consistently performed quicker in response to opposition pressure in a game.

## Unit 7/8/9: Striking and Fielding

Students will:

### **1. Anticipation & Coordination Skills (Physical Literacy Development)**

**Emerging:** Demonstrate basic movement patterns to meet the ball when catching or coordinate body when batting. Limited footwork can restrict shot selection. Physical literacy is in its early stages.

**Developing:** Can place the ball purposefully when batting through a good anticipation and adjustment of body position. Basic hand eye coordination is sound and demonstrates this when fielding.

**Mastery:** Show a developing ability to read the flight of the ball and move into the necessary space to replicate chosen skills. Movements are well coordinated and are consistent making a significant impact on games played.

## **2. Execution of core skills (Grip/Stance, forward drive, bowling action and throwing & catching)**

**Emerging:** Replicate skills on most occasions with some control with direction. Technique often lacks consistency. Bowls (underarm) with control. Catches with varying success and throws the ball back with moderate aim.

**Developing:** Accurately & consistently replicate batting and bowling techniques. Mostly use the forward drive shot but accurately replicates other core skills when needed.

**Mastery:** Select and accurately replicate a very good range of skills. Batting, bowling and fielding skills are displaying with very good control and accuracy. Can use advanced variations of the core skills above.

## **3. Outwitting Opponents in a competitive game situation**

**Emerging:** Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence and replication is evident in low pressure situations. Begin to understand importance of strategy and tactics when attacking.

**Developing:** Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively as a batting pair and together will outwit a fielding team.

**Mastery:** Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining shot selection. Bowling placement causes batters to play shots that are controlled by fielders.

## **4. Developing an understanding of warm ups and basic rules**

**Emerging:** Understand why cricket activities are good for health & fitness. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game.

**Developing:** Explain in simple terms the physical effects of exercise on their body and the importance of preparing for exercise safely. Can help others with the understanding of rules and terminology.

**Mastery:** Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of game rules and can adapt them for varying conditioned situation.

## Unit 7/8/9: Net/Wall Tennis

Students will:

### **1. Anticipation & Coordination Skills (Physical Literacy Development)**

**Emerging:** Demonstrate small movements to meet the ball at the point of bounce. Limited footwork can restrict shot selection to a preferred side only. Physical literacy is developing.

**Developing:** Show a developing ability to read the game and move into the necessary space to replicate a chosen skill. Use different speeds and can manoeuvre/manipulate the ball into a number of different positions on the court.

**Mastery:** Control body movements and deliberately play shots during competitive situations. Movements are well coordinated and are consistent making a significant impact on games played.

## **2. Execution of core skills (forehand, backhand & serve)**

**Emerging:** Use basic techniques in a controlled situation and will use a preferred skill for a majority of all shots. Perform these skills at a slower speed and will show intent but lack skill execution.

**Developing:** Mostly use only one particular shot but accurately replicates this well when needed. Can maintain a rally with control.

**Mastery:** Identify and replicate a range core skills and perform these fluently and quickly. Use more advanced variations of these skills with increased success often outwitting opposition. Control of the ball is consistent and the speed, angle and depth of the ball flight makes it hard to return.

## **3. Outwitting Opponents in a competitive game situation**

**Emerging:** Uses basic game strategy effectively and will react to opponent's shots in a competitive game. Confidence, accuracy and consistent replication is evident in low pressure situations.

**Developing:** Begin to understand importance of strategy and tactics when attacking. Work effectively as a pair or individually. Can use a range of skills and techniques together with accuracy to outwit an opponent.

**Mastery:** Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining shot selection. Rarely makes unforced errors.

## **4. Develop an understanding of Tennis rules**

**Emerging:** Demonstrate a basic knowledge of game rules and recognises errors during a game.

**Developing:** Show an understanding and can help others with the understanding of game rules and terminology used.

**Mastery:** Show a very good understanding of game rules and can adapt them for varying conditioned situation. Will play the unofficial role of an umpire while playing.

## Unit 7/8/9: Athletics

Students will:

### **1. Basic replication of core skills for running, jumping and throwing**

**Emerging:** Demonstrates an accurate replication of running, jumping and throwing techniques across different disciplines. Will copy perform the necessary skills but will fatigue easily.

**Developing:** Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics.

**Mastery:** Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve replication through use of event tactics and strategies.

### **2. Development of physical literacy (coordination & body management skills)**

**Emerging:** Use basic body movements with reasonable timing just with a reduced speed. Coordination and body management skills are evident for simple movements. i.e. jumping, running, throwing.

**Developing:** Describe parts of their performances which are effective and explain what they can improve with practice. Perform event techniques with control and will attempt to link coordination skills together resulting in improved outcomes.

**Mastery:** Shows a very good body management and performs core skills with good timing and control. Often will require little or no help. Stamina and speed is very good and used effectively.

### **3. Developing personal bests and setting targets.**

**Emerging:** Show a basic ability with simple personal targets. These will reflect a developmental physical literacy stage and will find sustained running, jumping and throwing a challenge.

**Developing:** Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Personal targets are continually set and achieved due to sustained attempts and motivation.

**Mastery:** Identify good performances and will continually refine core skills to challenge ability and strive to beat personal bests. Motivation and drive are evident in all athletic activities.

### **4. Developing an understanding of warm ups & athletic event rules/terminology**

**Emerging:** Show an understanding of the rules for each event and the underlining principles. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance and will follow a warm up safely.

**Developing:** Explain in simple terms the physical effects of exercise on their body and the importance of preparing for exercise safely. Can explain varied terminology relating to athletic activities. Applies basic safety principles. Can explain how athletics improves overall fitness levels.

**Mastery:** Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of terminology and uses it to explain instructions to others.