

Year 7 CORE PE ASSESSMENT

<i>Curriculum checkpoints: what do students know and what can they do?</i>				
SWANS	Developing	Securing	Mastering	Excelling
<p>'Physical me' (motor competence)</p> <p>The physical domain refers to the physical literacy and movements of the body.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to copy and repeat a Dance motif with limited fluency and control. • Attempts fundamental skills and movements in isolation with limited control and accuracy. • Attempts to perform basic rolls, balances and flight in a short sequence of work with little fluency. • Demonstrates fundamental skills such as throwing, catching, running with limited accuracy and control. • Demonstrate limited water confidence and little technique when performing strokes. 	<ul style="list-style-type: none"> • Demonstrates the ability to copy and develop a Dance motif with limited technique and performance qualities in Dance. • Attempts simple skills in and techniques isolation but can at times lack accuracy fluency in competitive situations. • Can perform basic rolls, balances and flight in isolation and sequence of work but lacks fluency and control. • Shows fundamental movements whilst performing athletic disciplines. • Demonstrate some water confidence and technique when performing strokes. 	<ul style="list-style-type: none"> • Demonstrates the ability to develop a motif with a basic level technique and performance qualities in some dance styles. • Attempt basic skills and techniques in isolation transferring these with some accuracy and fluency into a game situation. • Performs rolls, balances in pairs and methods of flight in a sequence of work with fluency and control. • Demonstrates a basic level of speed, strength and endurance whilst performing athletic disciplines. • Shows competent water skills and a good technique when performing a variety of strokes. 	<ul style="list-style-type: none"> • Demonstrates the ability to develop and create a motif with good technique and performance qualities in a range of Dance styles. • Demonstrates a good level of skills and technical accuracy with precision, control and fluency in isolation and can transfer these into a game situation. • Demonstrates advanced rolls, a range of balances with body tension and flight with controlled landings in a sequence of work with fluency and control. • Performs with a good range of fitness components when performing competitively. • Performs a range of strokes with a fluent technique and able to swim for a sustained period of time.
<p>'Thinking me' (Rules, regulations, tactics and strategies)</p>	<ul style="list-style-type: none"> • Demonstrates limited awareness of rules, regulations in the majority of sports. • Shows a little understanding of team tactics. • Able to identify what went well in their own performance. • Knows how to perform safely. 	<ul style="list-style-type: none"> • Demonstrates awareness of simple rules and regulations in the majority of sports. • Shows an understanding of simple tactics and strategies. • Identify basic strengths in their own performance 	<ul style="list-style-type: none"> • Demonstrates some awareness of most rules, regulations in the majority of sports. • Shows some understanding of a team tactics but applications. • Identify basic strengths and weaknesses in their own performance 	<ul style="list-style-type: none"> • Demonstrates a good understanding of rules, and regulations in most sports. • Shows an understanding of tactics to activities and games and has some influence in the game. • Able to evaluate strengths and weaknesses in their own and others performance
<p>'Healthy me' (Healthy Participation)</p>	<ul style="list-style-type: none"> • Shows a limited ability to state the benefit of exercise. • States a reason why a warmup is important. • Can state one short term effect on the body during exercise. • Knows what food is healthy and which is unhealthy. • Able to indicate which muscle is being exercised. • Identify limited components of fitness without relating them to the sporting action or activity. • Demonstrates limited level of physical fitness over a sustained period of time. 	<ul style="list-style-type: none"> • Can state simple benefits of exercise. • States the basic purpose of a warm -up • Can make limited connections between exercise and the short -term effects on the body. • Can identify the difference between a healthy and unhealthy diet • Able to identify at least two key muscles • Identify some components of fitness but not always in relation to the sport/activity • Demonstrates a fair level of Physical fitness over a sustained period of time. 	<ul style="list-style-type: none"> • Can state the physical, emotional and social benefits of exercise. • States the basic purpose of a warm up and can identify the 3 phases • Can make some connections between exercise and the short -term effects on the body. • Has a basic understanding of the importance of a healthy diet • Able to identify key muscles and when they are being used. • Identify some components of fitness and relate them to at least one sport • Demonstrates a basic level of Physical fitness over a sustained period of time. 	<ul style="list-style-type: none"> • Can describe the physical, emotional and social benefits of exercise and the impact on lifestyle. • Knows the purpose of a warm up and can describe the 3 phases in relation to injury prevention. • Has a good understanding of both short and long term effects of exercise on the body systems • Has a good understanding of the importance of a healthy diet and energy expenditure. • Able to link muscle action with the correct movement/action. • Is able to link the components of fitness to the correct fitness test • Demonstrates a good level of Physical fitness over a sustained period of time.

