



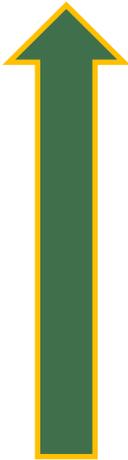
Key Stage 3 progress grid

Subject PE

Year 9

Topic / skill area HRE

| Trajectory | I am able to |
|------------|---|
| T9, T8 | <ul style="list-style-type: none"> <input type="checkbox"/> explain what exercises are best for skill -related components of fitness <input type="checkbox"/> plan exercises using the FITT principle to increase workload <input type="checkbox"/> explain what exercises are best for health-related components of fitness <input type="checkbox"/> explain the benefits of activity on physical, mental and social wellbeing <input type="checkbox"/> demonstrate how to apply the FITT principle in exercises I am using <input type="checkbox"/> use components of health and skill-related fitness to improve my level of performance <input type="checkbox"/> analyse how the FITT principle has been applied to exercises, using of Frequency, Intensity, Time and Type of exercise to increase workload <input type="checkbox"/> analyse which exercises have the most impact on improving components of health-related fitness <input type="checkbox"/> analyse which exercises have the most impact on improving components of skill-related fitness |
| T7 | <ul style="list-style-type: none"> <input type="checkbox"/> use my knowledge of target zones to plan exercise that will keep maintain heart rates in this zone <input type="checkbox"/> lead others in a complex warmup, including relevant stretches, for the activity to be performed <input type="checkbox"/> plan exercises that use components of health-related and skill-related fitness <input type="checkbox"/> demonstrate activities that will use different components of health-related fitness <input type="checkbox"/> demonstrate activities that will use different components of skill-related fitness <input type="checkbox"/> demonstrate an ability to work in my target zone for 20 mins <input type="checkbox"/> make judgements about how exercises help to improve areas of health-related fitness <input type="checkbox"/> analyse why exercises do or do not enable me to work in my target zone <input type="checkbox"/> make judgements about how exercises help to improve areas of skill-related fitness |
| T6 | <ul style="list-style-type: none"> <input type="checkbox"/> plan a circuit using muscular endurance and cardio-vascular fitness exercises <input type="checkbox"/> plan and demonstrate an appropriate warm-up activity <input type="checkbox"/> plan and demonstrate appropriate stretches <input type="checkbox"/> select and perform exercises that will keep my heart beat raised using cardio-vascular fitness <input type="checkbox"/> select and perform exercises that will use muscular endurance <input type="checkbox"/> select and perform a combination of exercises in an appropriate order <input type="checkbox"/> identify the effects of exercise on my body and explain why regular safe exercise is good for my health and well-being <input type="checkbox"/> identify muscular endurance and cardio vascular fitness exercises and some of the health-related and skill-related fitness components that are being used <input type="checkbox"/> give identify areas for improvement and start to analyse how exercise affects heart-rate/recovery rate |
| T5, T4 | <ul style="list-style-type: none"> <input type="checkbox"/> work with others to plan and lead simple practices and activities for myself and others <input type="checkbox"/> demonstrate some stretches that I would use <input type="checkbox"/> list some reasons a warmup is important <input type="checkbox"/> explain and apply basic safety principles when preparing for exercise. <input type="checkbox"/> take my pulse with some accuracy <input type="checkbox"/> record my recovery rate with some accuracy <input type="checkbox"/> give reasons why physical activity is good for my health and well-being <input type="checkbox"/> describe basic effects of each exercise on my body, including my pulse rate <input type="checkbox"/> describe how some factors will affect my recovery rate |
| T3 | <ul style="list-style-type: none"> <input type="checkbox"/> Use help to plan and lead simple practices and activities for myself and others <input type="checkbox"/> demonstrate a stretch that I would use <input type="checkbox"/> list some reasons a warmup is important, with some support <input type="checkbox"/> explain, but not apply, basic safety principles when preparing for exercise. <input type="checkbox"/> Know how to take my pulse <input type="checkbox"/> record my recovery rate with some support <input type="checkbox"/> give reasons why physical activity is good for my health and well-being with some prompting <input type="checkbox"/> describe basic effects of one exercise on my body, including my pulse rate <input type="checkbox"/> describe how a factor will affect my recovery rate |
| T2, T1 | <ul style="list-style-type: none"> <input type="checkbox"/> use help to plan and lead simple practices and activities for myself <input type="checkbox"/> use support to demonstrate a stretch that I would use <input type="checkbox"/> list some reasons a warmup is important, with considerable support <input type="checkbox"/> explain, with prompting, basic safety principles when preparing for exercise. |



Progress

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| | <ul style="list-style-type: none"><input type="checkbox"/> With help, know how to take my pulse<input type="checkbox"/> record my recovery rate with considerable support<input type="checkbox"/> give reasons why physical activity is good for my health and well-being with considerable prompting<input type="checkbox"/> describe one basic effect of one exercise on my body<input type="checkbox"/> With help, describe how a factor will affect my recovery rate |
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