

### Physical Education Target Related Expectations (TReE)

	Pathway 1 (Target Grade 1-3)			Pathway 2 (Target Grade 4-6)			Pathway 3 (Target Grade 7-8)		
	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation
<b>Invasion Games</b>	<p>Can pass, receive and shoot accurately</p> <p>Can show an awareness of attacking and defending</p> <p>Can demonstrate 1v1 attacking and defending</p>	<p>Knows very basic rules and court/pitch markings</p>	<p>Can compare ability with others</p>	<p>Can combine passing, receiving and shooting with control</p> <p>Can pass into space</p> <p>Can dodge and change direction easily</p>	<p>Knows the positions within a team and can keep score</p>	<p>Can suggest reasons why the team won or lost</p>	<p>Can combine passing, receiving and shooting skills whilst moving under pressure</p> <p>Can make correct tactical decisions in attack and defence</p> <p>Can play all positions within a game</p>	<p>Knows all rules and can apply them to a game</p> <p>Knows how to officiate a game</p>	<p>Can analyse their own and others performances by suggesting ways to improve</p>
<b>Striking and Fielding</b>	<p>Can use basic stops and throws and can catch most balls</p> <p>Can perform the basic stance and is able to hit the ball sometimes</p> <p>Can bowl with some accuracy</p>	<p>Knows how to apply the basic rules to a game</p>	<p>Can compare their ability with others</p>	<p>Can demonstrate long and short barrier</p> <p>Can accurately return the ball from all positions</p> <p>Can hit the ball consistently and vary the direction</p> <p>Can bowl using different heights and speeds</p>	<p>Knows the basic fielding positions and can apply more advanced rules/tactics</p>	<p>Can suggest reasons why the team won or lost</p>	<p>Can consistently catch and field the ball using a variety of techniques</p> <p>Can show placement in relations to fielders when hitting the ball</p> <p>Can use bowling to outwit an opponent</p> <p>Can have a significant influence on a game</p>	<p>Knows how to apply tactics to the game</p> <p>Knows how to play a variety of positions</p> <p>Knows how to umpire effectively</p>	<p>Can analyse their own and others performances by suggesting ways to improve</p>

	Pathway 1 (Target Grade 1-3)			Pathway 2 (Target Grade 4-6)			Pathway 3 (Target Grade 7-8)		
	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation
<b>Gymnastics</b>	<p>Can demonstrate 3 simple balances and hold them for 3 seconds</p> <p>Can perform two simple rolls</p> <p>Can demonstrate different ways of travelling</p>	<p>Knows how to create a basic routine individually and with peers</p>	<p>Can comment on their performance and suggest ways to improve using gymnastics terminology</p>	<p>Can demonstrate 5 balances and hold them for 5 seconds</p> <p>Can perform four different rolls</p> <p>Can perform linking movements with control</p>	<p>Knows how to apply cannon, unison and levels to a routine</p>	<p>Can give constructive feedback on their own and other performances</p>	<p>Can show a variety of complex balances</p> <p>Can complete rolls, handstands, cartwheels varying the start and finishing position.</p> <p>Can perform a fluent and complex routine to a very high standard</p>	<p>Knows how to plan a routine demonstrating originality, focus and control ensuring all space is covered</p>	<p>Can plan ways to improve performance and apply it effectively</p> <p>Can coach effectively to develop routines</p>
<b>Dance</b>	<p>Can perform a short sequence of movements</p> <p>Can perform a short sequence of movements demonstrating some sense of style and commitment</p> <p>Can perform a short sequence of movements demonstrating appropriate sense of style and commitment throughout.</p>	<p>Can create a basic dance sequence by improvising with peers</p> <p>Can create a basic dance sequence showing some sensitivity to the aural setting.</p> <p>Can create a dance sequence that shows some creativity in its use of action, space, dynamic and relationships.</p>	<p>Can comment on own and others performances and suggest ways to improve</p>	<p>Can perform a range of sequences demonstrating some sense of style and commitment</p> <p>Can perform a range of sequences demonstrating a consistent sense of style and commitment</p> <p>Can perform a range of sequences demonstrating a consistent sense of style, commitment and stage presence.</p>	<p>Can develop a motif using a stimuli</p> <p>Can develop a motif using a range of stimuli</p> <p>Can develop a motif using a range of stimuli with imagination and creativity.</p>	<p>Can give constructive feedback on own and others performances using dance terminology</p>	<p>Can perform consistently with good physical, technical and expressive skills.</p> <p>Can perform consistently with excellent physical, technical and expressive skills.</p>	<p>Can choreograph pieces with originality demonstrating knowledge of choreographic devices</p> <p>Can choreograph pieces with originality demonstrating knowledge of choreographic devices and structure.</p>	<p>Can plan ways to improve performance and apply them effectively</p>

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	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation
<b>Health and Fitness</b>	<p>Can complete fitness tests and compare results to normative data with support</p> <p>Can score below average on fitness test</p> <p>Can demonstrate a basic level of fitness</p>	<p>Can identify why physical activity is good for health</p> <p>Can describe how their bodies feel during different activities</p> <p>Can identify different training methods</p>	<p>Can suggest how to make improvements in own/other fitness</p>	<p>Can complete fitness test and compare results to normative data independently</p> <p>Can score average on fitness tests</p> <p>Can demonstrate a reasonable level of fitness</p>	<p>Can explain why physical activity is good for health</p> <p>Can describe what the effects of exercise are on their bodies</p> <p>Can explain how different training methods can contribute to improving fitness</p>	<p>Can give constructive feedback on their own and others fitness</p> <p>Can suggest how to make improvements in their own/other fitness</p>	<p>Can complete and lead fitness tests independently and compare results to normative data</p> <p>Can achieve excellent scores on fitness tests</p> <p>Can demonstrate an excellent level of fitness</p>	<p>Can analyse how different training methods can contribute to improving fitness</p> <p>Can create, perform and monitor a fitness programme effectively</p>	<p>Can analyse their own and others fitness by suggesting ways to improve</p> <p>Can set effective targets to improve fitness</p>
<b>Net games</b>	<p>Can serve using basic action</p> <p>Can demonstrate at least 2 different shots</p>	<p>Knows the basic rules</p>	<p>Can compare their ability with others</p>	<p>Can serve consistently</p> <p>Can demonstrate 4 different shots</p>	<p>Knows more advanced rules/tactics</p> <p>Knows how to umpire a game of doubles and singles</p>	<p>Can suggest reasons why the team won or lost</p>	<p>Can serve showing a variety of speed and spin and vary the pace and direction of the serve</p> <p>Demonstrates all shots showing change of speed with great technique and accuracy</p>	<p>Knows all rules in doubles and singles</p> <p>Can make correct judgement whilst officiating</p>	<p>Can analyse their own and others performances by suggesting ways to improve</p>

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	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation
Athletics (Track)	<p><b>Sprint Races</b> Can demonstrate a basic sprint action</p> <p><b>Long Distance Races</b> Can demonstrate the basics of pacing in long distance events</p> <p><b>Relay Races</b> Can perform in a basic relay race</p>	<p>Know how to warm up for a track event.</p> <p><b>Sprint Races</b> Know the basic technique and rules</p> <p><b>Long Distance Races</b> Know the basic technique and rules</p> <p><b>Relay Races</b> Know the basic technique and rules</p>	<p>Can compare ability with others</p>	<p><b>Sprint Races</b> Can demonstrate the correct sprint action, using arms and legs</p> <p><b>Long Distance Races</b> Can apply pacing to a competitive situation</p> <p><b>Relay Races</b> Can perform a relay race using the correct baton change over technique</p>	<p>Know how to lead a warm up for a track event.</p> <p><b>Sprint Races</b> Know the more advanced technique and rules</p> <p><b>Long Distance Races</b> Know the more advanced technique and rules</p> <p><b>Relay Races</b> Know the more advanced techniques and rules</p>	<p>Suggest reasons why an individual/team won or lost</p>	<p><b>Sprint Races</b> Can demonstrate excellent sprint actions with correct technique and speed (sprint start/dip finish)</p> <p><b>Long Distance Races</b> Can apply pace to a race according to fitness and tactics</p> <p><b>Relay Races</b> Can perform a relay race using changeover markings, effective baton changeovers at speed</p>	<p>Know how to lead track events fairly</p> <p><b>Sprint Races</b> Know how to plan specific practices to improve weaknesses</p> <p><b>Long Distance Races</b> Know how to plan specific practices to improve weaknesses</p> <p><b>Relay Races</b> Know how to plan specific practices to improve weaknesses</p>	<p>Can analyse own and others performance by suggesting ways to improve</p>

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	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation	Performance	Knowledge and Understanding	Evaluation
<b>Athletics (Field)</b>	<p><b>Long/Triple Jump</b> Can take of one foot and land on two feet</p> <p><b>High Jump</b> Can perform scissor technique</p> <p><b>Throwing</b> Can use correct grip and basic technique</p>	<p><b>Long/Triple Jump</b> Knows where the take off point is on the run up</p> <p><b>High Jump</b> Knows which leg to take off from</p> <p><b>Throwing</b> Knows correct throwing area and safe area</p>	<p>Can compare their ability with others</p>	<p><b>Long/Triple Jump</b> Can constantly perform a legal jump</p> <p><b>High Jump</b> Can perform a fosby flop using a curved approach</p> <p><b>Throwing</b> Can perform a good technique using all coaching points</p>	<p><b>Long/Triple Jump</b> Know where to start the long/triple jump run-up from</p> <p><b>High Jump</b> To know where to start the high jump run-up from</p> <p><b>Throwing</b> To know and understand what a legal standing throw is</p>	<p>Suggest reasons why an individual won or lost</p>	<p><b>Long/Triple Jump</b> Can use speed and power to jump a greater distance</p> <p>Can adjust their run up to jump a greater distance</p> <p><b>High Jump</b> Can consistently demonstrate an excellent technique using speed during the run up</p> <p>Can adjust run up to jump a greater distance</p> <p><b>Throwing</b> Can demonstrate a good technique and follow through using run ups and turns effectively</p> <p>Adjust technique to throw a greater distance</p>	<p><b>Long/Triple Jump</b> To know how to lead a long/triple jump competition (measuring and making judgements on legal/illegal jumps)</p> <p><b>High Jump</b> To know how to lead a high jump competition (measuring and making judgements on legal/illegal jumps)</p> <p><b>Throwing</b> To know how to lead a throwing competition (measuring and making judgements on legal/illegal throws)</p>	<p>Can analyse their own and others performances by suggesting ways to improve</p>