

Ursuline Academy Ilford Physical Education (Year 8)

Invasion Games: Netball, Football, Basketball, Hockey, Ultimate Frisbee, Rugby

Initial – a student whose understanding of the Y8 PE skills are initial will be able to:	Emerging – a student whose understanding of the Y8 PE skills is still emerging will be able to:	Developing – a student who is developing their Y8 PE skills will be able to:	Secure – a student who is secure in the skills in the Y8 PE curriculum will be able to:	Advanced – a student whose understanding of the Y8 PE skills is advanced will be able to:	Mastered – a student who has mastered the skills in the Y8 PE curriculum will be able to:
Skills – able to link basic skills such as throwing and catching.	Skills – able to link basic skills such as throwing and catching and ideas and make them work accurately.	Skills – able to join skills such as throwing and catching and ideas and implement them without losing control.	Skills – able to join some skills and ideas with attacking and defending principles and implementing them with some control and accuracy.	Skills – able to join some skills and ideas within attacking and defending principles and implementing them with good control and accuracy.	Skills – able to choose the correct attacking and defending skills based on the sports principles and perform them with consistent control and accuracy.
Tactics/compositional ideas – understand simple attacking and defending tactics / compositional ideas.	Tactics/compositional ideas – understand simple attacking and defending tactics / compositional ideas and begin to use them in activities.	Tactics/compositional ideas – understand simple attacking and defending tactics / compositional ideas and implement them in a small, sided activity.	Tactics/compositional ideas – understand simple attacking and defending tactics / compositional ideas and be aware of them and use them in appropriate activities.	Tactics/compositional ideas – understand simple attacking and defending tactics / compositional ideas and be aware of them and use them in a variety of activities and situations.	Tactics/compositional ideas – able to modify attacking and defending skills based on evaluations / compositional ideas and techniques and help to improve my own performance, with some accuracy.
Evaluation skills – watch others and talk about what is good and not.	Evaluation skills – watch others and talk about what is good and not so good to help them improve.	Evaluation skills – able to watch others and make judgements on what is good to help them improve.	Evaluation skills – able to watch others and make judgements on what is good and bad in order to help them improve.	Evaluation skills – able to watch others and make judgements on what is good and bad in order to help them improve and provide some feedback.	Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions.

<p>Safety in sport – be able to explain the basic principles of safety in relation to invasion games being completed.</p>	<p>Safety in sport – be able to explain the basic principles of safety in relation to invasion games being completed and understand the different officials used with a sport.</p>	<p>Safety in sport – be able to explain and apply basic principles of safety and rules when competing in an invasion game and within a competition. Understand the role an official has within a sport.</p>	<p>Safety in sport – be able to explain, apply and use basic principles of safety when preparing for an invasion game and competing in a competitive situation. To explain the role of an official within a sport.</p>	<p>Safety in sport – be able to explain, apply and use a variety of principles of safety when preparing for an invasion game and competing in a competitive situation. To describe the role of an official within a sport.</p>	<p>Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to the Invasion game. Evaluate the effect an official has on sport.</p>
<p>Effects of exercise on the body – be able to know the effects on my body from exercise.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular activity is good for me.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to explain how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to evaluate my body's reaction to exercise.</p>

Strike & Field Games: Rounders, Soft ball and Cricket

<p>Initial- – a student whose understanding of the Y8 PE skills are initial will be able to:</p>	<p>Emerging – a student whose understanding of the Y8 PE skills is still emerging will be able to:</p>	<p>Developing – a student who is developing their Y8 PE skills will be able to:</p>	<p>Secure – a student who is secure in the skills in the Y8 PE curriculum will be able to:</p>	<p>Advanced – a student whose understanding of the Y8 PE skills is advanced will be able to:</p>	<p>Mastered – a student who has mastered the skills in the Y8 PE curriculum will be able to:</p>
<p>Skills – able to link basic skills such as throwing, catching and batting the ball.</p>	<p>Skills – able to link basic skills such as throwing, catching and batting the ball and creating ideas and making them work accurately.</p>	<p>Skills – able to join skills such as throwing, catching and batting a ball idea and implement them without losing control.</p>	<p>Skills – able to join some skills and ideas on fielding or batting and implementing them with some control and accuracy.</p>	<p>Skills – able to choose the correct fielding or batting skills based on the sports principles and perform them with good control and accuracy.</p>	<p>Skills – able to choose the correct fielding or batting skills based on the sports principles and perform them with consistent control and accuracy.</p>
<p>Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas.</p>	<p>Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas and begin to use them in activities.</p>	<p>Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas and implementing them in a small, sided activity.</p>	<p>Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas and be aware of them and use them in appropriate activities and situations.</p>	<p>Tactics/compositional ideas – able to modify batting and fielding tactics based on evaluations / compositional ideas and techniques and help to improve my own performance.</p>	<p>Tactics/compositional ideas – able to modify batting and fielding tactics based on evaluations / compositional ideas and techniques and help to improve my own performance, with accuracy.</p>
<p>Evaluation skills – watch others and talk about what is good and not so good.</p>	<p>Evaluation skills – watch others and talk about what is good and not so good to help them improve.</p>	<p>Evaluation skills – able to watch others and make judgements on what is good to help them improve.</p>	<p>Evaluation skills – able to watch others and make judgements on what is good and bad in order to help them improve and provide some feedback.</p>	<p>Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and provide detail in my feedback.</p>	<p>Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions.</p>

<p>Safety in sport – be able to explain the basic principles of safety in relation to strike and field games being completed.</p>	<p>Safety in sport – be able to explain the basic principles of safety in relation to the strike and field games being completed and understand the different officials used with a sport.</p>	<p>Safety in sport – be able to explain and apply basic principles of safety and rules when competing in strike and field games and within a competition. Understand the role an official has within a sport.</p>	<p>Safety in sport – be able to explain, apply and use basic principles of safety when preparing for a strike and field game and competing in a competitive situation. To explain the role of an official within a sport.</p>	<p>Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to strike and field games. Describe the effect an official has on sport.</p>	<p>Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to strike and field games. Evaluate the effect an official has on sport.</p>
<p>Effects of exercise on the body – be able to know the effects on my body from exercise.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular activity is good for me.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to explain how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to evaluate my body's reaction to exercise.</p>

Racket Sports: Tennis, Badminton & Squash

<p>Initial- – a student whose understanding of the Y8 PE skills are initial will be able to:</p>	<p>Emerging – a student whose understanding of the Y8 PE skills is still emerging will be able to:</p>	<p>Developing – a student who is developing their Y8 PE skills will be able to:</p>	<p>Secure – a student who is secure in the skills in the Y8 PE curriculum will be able to:</p>	<p>Advanced – a student whose understanding of the Y8 PE skills is advanced will be able to:</p>	<p>Mastered – a student who has mastered the skills in the Y8 PE curriculum will be able to:</p>
<p>Skills – able to link basic skills such as serving, shots and preparing racket.</p>	<p>Skills – able to link basic skills such as serving, shots and preparing racket and create ideas and making them work accurately.</p>	<p>Skills – able to join skills such as serving, shots and preparing racket and implement them without losing control.</p>	<p>Skills – able to join some skills and ideas on offensive or defensive moves and implementing them with some control and accuracy.</p>	<p>Skills – able to choose the correct offensive or defensive move based on the sports principles and perform them with good control and accuracy.</p>	<p>Skills – able to choose the correct offensive or defensive move based on the sports principles and perform them with consistent control and accuracy.</p>
<p>Tactics/compositional ideas – understand simple deflection tactics / compositional ideas.</p>	<p>Tactics/compositional ideas – understand simple deflection tactics / compositional ideas and begin to use them in activities.</p>	<p>Tactics/compositional ideas – understand simple deflection tactics / compositional ideas and implementing them in a small, sided activity.</p>	<p>Tactics/compositional ideas – understand simple deflection tactics / compositional ideas and be aware of them and use them in appropriate activities and situations.</p>	<p>Tactics/compositional ideas – able to modify deflection tactics based on evaluations / compositional ideas and techniques and help to improve my own performance, with some accuracy.</p>	<p>Tactics/compositional ideas – able to modify deflection tactics based on evaluations / compositional ideas and techniques and help to improve my own performance, with accuracy.</p>
<p>Evaluation skills – watch others and talk about what is good and not so good.</p>	<p>Evaluation skills – watch others and talk about what is good and not so good to help them improve.</p>	<p>Evaluation skills – able to watch others and make judgements on what is good to help them improve.</p>	<p>Evaluation skills – able to watch others and make judgements on what is good and bad in order to help them improve and provide some feedback.</p>	<p>Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create some solutions.</p>	<p>Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions.</p>

<p>Safety in sport – be able to explain the basic principles of safety in racket sports being completed.</p>	<p>Safety in sport – be able to explain the basic principles of safety in racket sports being completed and understand the different officials used with a sport.</p>	<p>Safety in sport – be able to explain and apply basic principles of safety and rules when competing in racket sports and within a competition. Understand the role an official has within a sport.</p>	<p>Safety in sport – be able to explain, apply and use basic principles of safety when preparing for a racket sport and competing in a competitive situation. To explain the role of an official within a sport.</p>	<p>Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to racket sports. Describe the effect an official has on sport.</p>	<p>Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to racket sports. Evaluate the effect an official has on sport.</p>
<p>Effects of exercise on the body – be able to know the effects on my body from exercise.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular activity is good for me.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to explain how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to evaluate my body's reaction to exercise.</p>

Performance Activities: Dance, Trampolining & Gymnastics

<p>Initial- – a student whose understanding of the Y8 PE skills are initial will be able to:</p>	<p>Emerging – a student whose understanding of the Y8 PE skills is still emerging will be able to:</p>	<p>Developing – a student who is developing their Y8 PE skills will be able to:</p>	<p>Secure – a student who is secure in the skills in the Y8 PE curriculum will be able to:</p>	<p>Advanced – a student whose understanding of the Y8 PE skills is advanced will be able to:</p>	<p>Mastered – a student who has mastered the skills in the Y8 PE curriculum will be able to:</p>
<p>Skills – able to link basic skills such as balances, travels and shapes.</p>	<p>Skills – able to link basic skills such as balances, travels and shapes and create ideas and make them work accurately.</p>	<p>Skills – able to join skills such as balances, travels and shapes and implement them without losing control.</p>	<p>Skills – able to join some locomotion and technical movements and implement them with some control and accuracy.</p>	<p>Skills – able to choose the correct movement pattern based on fluency and end goal them with good control and accuracy.</p>	<p>Skills – able to choose the correct movement pattern based on fluency and end goal them with consistent control and accuracy.</p>
<p>Tactics/compositional ideas – understand what makes a routine aesthetically pleasing / compositional idea.</p>	<p>Tactics/compositional ideas – understand what makes a routine aesthetically pleasing / compositional ideas and begin to use them in activities.</p>	<p>Tactics/compositional ideas – understand what makes a routine aesthetically pleasing / compositional ideas and implement them in a motif.</p>	<p>Tactics/compositional ideas – understand what makes a routine aesthetically pleasing/ compositional ideas and be aware of them and use them in your own routine.</p>	<p>Tactics/compositional ideas – able to modify based on your understanding of how to make a routine aesthetically pleasing / compositional ideas and techniques and help to improve my own performance, with some accuracy.</p>	<p>Tactics/compositional ideas – able to modify based on your understanding of how to make a routine aesthetically pleasing / compositional ideas and techniques and help to improve my own performance, with accuracy.</p>
<p>Evaluation skills – watch others and talk about what is good and not so good.</p>	<p>Evaluation skills – watch others and talk about what is good and not so good to help them improve and understand the different scoring systems.</p>	<p>Evaluation skills – able to watch others and make judgements on what is good to help them improve. Understand the different scoring systems and understand feedback.</p>	<p>Evaluation skills – able to watch others and make judgements on what is good and bad in order to help them improve and provide some feedback. To apply the different scoring systems with</p>	<p>Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions. To apply the different scoring systems and create</p>	<p>Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions. To apply the different scoring systems and create</p>

			your feedback.	some solutions on how to improve.	solutions on how to improve.
Safety in sport – be able to explain the basic principles of safety.	Safety in sport – be able to explain the basic principles of safety in performance activities.	Safety in sport – be able to explain and apply basic principles of safety and rules when competing in performance activities and within a competition.	Safety in sport – be able to explain, apply and use basic principles of safety when preparing for a performance activity and competing in a competitive situation.	Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to performance activities.	Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to performance activities and evaluate the effect of these.
Effects of exercise on the body – be able to know the effects on my body from exercise.	Effects of exercise on the body – be able to describe how exercise affects my body.	Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular activity is good for me.	Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular, safe activity is good for me.	Effects of exercise on the body – be able to explain how exercise affects my body and explain why regular, safe activity is good for me.	Effects of exercise on the body – be able to evaluate my body's reaction to exercise.

Athletics Events: Track & Field

Initial- – a student whose understanding of the Y8 PE skills are initial will be able to:	Emerging – a student whose understanding of the Y8 PE skills is still emerging will be able to:	Developing – a student who is developing their Y8 PE skills will be able to:	Secure – a student who is secure in the skills in the Y8 PE curriculum will be able to:	Advanced – a student whose understanding of the Y8 PE skills is advanced will be able to:	Mastered – a student who has mastered the skills in the Y8 PE curriculum will be able to:
Skills – able to link basic skills such as running, throwing and jumping.	Skills – able to link basic skills such as running, throwing and jumping and create ideas and making them work accurately.	Skills – able to join skills such as s running, throwing and jumping and implementing them without losing control.	Skills – able to join some skills and ideas within specific events and implement them with some control and accuracy.	Skills – able to choose the correct athletic skills based on the event and perform them with good control and accuracy.	Skills – able to choose the correct athletic skills based on the event and perform them with consistent control and accuracy.
Modifications/transitions ideas – understand simple modifications and transitions ideas.	Modifications/transitions ideas – understand simple modifications and transitions ideas and begin to use them in activities	Modifications/transitions ideas – understand simple modifications and transitions ideas and implementing them in a competitive situation.	Modifications/transitions ideas – understand simple modifications and transitions ideas and be aware of them and use them in appropriate one based on chosen event/situation.	Modifications/transitions ideas – able to modify and transition effectively based on evaluations / implement ideas and techniques to improve my own performance, with some accuracy in chosen event.	Modifications/transitions ideas – able to modify and transition effectively based on evaluations / implement ideas and techniques to improve my own performance, with accuracy in chosen event.
Evaluation skills – watch others and talk about what is good and not so good.	Evaluation skills – watch others and talk about what is good and not so good to help them improve.	Evaluation skills – able to watch others and make judgements on what is good to help them improve.	Evaluation skills – able to watch others and make judgements on what is good and bad in order to help them improve and provide some feedback.	Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create some appropriate solutions.	Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions.

<p>Safety in sport – be able to explain the basic principles of safety in Athletics.</p>	<p>Safety in sport – be able to explain the basic principles of safety in Athletics and understand the different officials used within an event.</p>	<p>Safety in sport – be able to explain and apply basic principles of safety and rules when competing in Athletics and within a competition. Understand the role an official has in some events.</p>	<p>Safety in sport – be able to explain, apply and use basic principles of safety when preparing for an Athletics and competing in a competitive situation. To explain the role of an official within each event.</p>	<p>Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to Athletics. Describe the effect an official has on each event.</p>	<p>Safety in sport – be able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to Athletics. Evaluate the effect an official has on each event.</p>
<p>Effects of exercise on the body – be able to know the effects on my body from exercise.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular activity is good for me.</p>	<p>Effects of exercise on the body – be able to describe how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to explain how exercise affects my body and explain why regular, safe activity is good for me.</p>	<p>Effects of exercise on the body – be able to evaluate my body's reaction to exercise.</p>