# Ursuline Academy Ilford Physical Education (Year 8) <a href="Invasion Games">Invasion Games</a>: Netball, Football, Basketball, Hockey, Ultimate Frisbee, Rugby</a>

Initial- — a student whose understanding of the Y8 PE skills are inital will be able to:  Skills — able to link	Emerging – a student whose understanding of the Y8 PE skills is still emerging will be able to: Skills – able to link	Developing – a student who is developing their Y8 PE skills will be able to: Skills – able to join skills	Secure — a student who is secure in the skills in the Y8 PE curriculum will be able to:  Skills — able to join	Advanced – a student whose understanding of the Y8 PE skills is advanced will be able to:  Skills – able to join	Mastered – a student who has mastered the skills in the Y8 PE curriculum will be able to: Skills – able to choose
basic skills such as throwing and catching.	basic skills such as throwing and catching and make them work accurately.	such as throwing and catching and ideas and implement them without losingcontrol.	some skills and ideaswith atdigentifend grides and implementing them with some control and accuracy.	some skills and ideas within attacking and defending principles and implementing them with good control and accuracy.	the correct attacking and defending skills based on the sports principlesand 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 touse them in activities.	Tactics/compositional ideas – understand simple attacking and defending tactics / compositional ideas and implementingthem in a small, sided activity.	Tactics/compositional ideas – understand simple attacking and defending tactics / compositional ideas and be awareof 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 tomodify 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 andtalk 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.

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

### Strike & Field Games: Rounders, Soft ball and Cricket

Initial- – a student whose understanding of the Y8 PE skills are inital 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, catching and batting the ball.	Skills – able to link basic skills such as throwing, catching and batting the ball and creating ideas and making them work accurately.	Skills – able to join skills such as throwing, catching and batting a ball idea and implement them without losing control.	Skills – able to join some skills and ideas on fielding or batting and implementing them with some control and accuracy.	Skills – able to choose the correct fielding or batting skills based on the sports principles and perform them with good control and accuracy.	Skills – able to choose the correct fielding or batting skills based on the sports principles and perform them with consistent control and accuracy.
Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas.	Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas and begin to use them in activities.	Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas and implementing them in a small, sided activity.	Tactics/compositional ideas – understand simple batting and fielding tactics / compositional ideas and be aware of them and use them in appropriate activities and situations.	Tactics/compositional ideas – able to modify batting and fielding tactics based on evaluations / compositional ideas and techniques and help to improve my own performance.	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.
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 provide detail in my feedback.	Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions.

Safety in sport – be able	Safety in sport – be able	Safety in sport – be	Safety in sport – be	Safety in sport – be	Safety in sport – be
to explain the basic principles of safety in relation to strike and field games being completed.	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.	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	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	able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to strike and filed games.	able to explain or demonstrate the four components of a warm-up. To adhere to safety procedures appropriate to strike and filed games.
	·	an official has within a sport.	an official within a sport.	Describe the effect an official has on sport.	Evaluate the effect an official has on sport.
Effects of exercise on the	Effects of exercise on the	Effects of exercise on	Effects of exercise on	Effects of exercise on	Effects of exercise
<b>body</b> – be able to know	<b>body</b> – be able to describe	the body — be able to	the body – be able to	the body – be able to	on the body – be
the effects on my body	how exercise affects my	describe how exercise	describe how exercise	explain how exercise	able to evaluate my
from exercise.	body.	affects my body and explain why regular activity is good for me.	affects my body and explain why regular, safe activity is good for me.	affects my body and explain why regular, safe activity is good for me.	body's reaction to exercise.

### Racket Sports: Tennis, Badminton & Squash

Initial- – a student whose understanding of the Y8 PE skills are inital 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 serving, shots and preparing racket.	Skills – able to link basic skills such as serving, shots and preparing racket and create ideas and making them work accurately.	Skills – able to join skills such as serving, shots and preparing racket and implement them without losing control.	Skills – able to join some skills and ideas on offensive or defensive moves and implementing them with some control and accuracy.	Skills – able to choose the correct offensive or defensive move based on the sports principles and perform them with good control and accuracy.	Skills – able to choose the correct offensive or defensive move based on the sports principles and perform them with consistent control and accuracy.
Tactics/compositional ideas – understand simple deflection tactics / compositional ideas.	Tactics/compositional ideas – understand simple deflection tactics / compositional ideas and begin to use them in activities.	Tactics/compositional ideas – understand simple deflection tactics / compositional ideas and implementing them in a small, sided activity.	Tactics/compositional ideas – understand simple deflection tactics / compositional ideas and be aware of them and use them in appropriate activities and situations.	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.	Tactics/compositional ideas – able to modify deflection tactics based on evaluations / compositional ideas and techniques and help to improve my own performance, with accuracy.
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 solutions.	Evaluation skills – able to identify strengths and weaknesses of my own performance to help me improve and create appropriate solutions.

Safety in sport – be able to explain the basic principles of safety in racket sports being completed.	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.	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.	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.	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.	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.
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.

## Performance Activities: Dance, Trampolining & Gymnastics

Initial- – a student whose understanding of the Y8 PE skills are inital 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 balances, travels and shapes.	Skills – able to link basic skills such as balances, travels and shapes and create ideas and make them work accurately.	Skills – able to join skills such as balances, travels and shapes and implement them without losing control.	Skills – able to join some locomotion and technical movements and implement them with some control and accuracy.	Skills – able to choose the correct movement pattern based on fluency and end goal them with good control and accuracy.	Skills – able to choose the correct movement pattern based on fluency and end goal them with consistent control and accuracy.
Tactics/compositional ideas – understand what makes a routine aesthetically pleasing / compositional idea.	Tactics/compositional ideas – understand what makes a routine aesthetically pleasing / compositional ideas and begin to use them in activities.	Tactics/compositional ideas – understand what makes a routine aesthetically pleasing / compositional ideas and implement them in a motif.	Tactics/compositional ideas – understand what makes a routine aesthetically pleasing/compositional ideas and be aware of them and use them in your own routine.	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.	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.
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 and understand the different scoring systems.	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.	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	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	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

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

Safety in sport – be able to explain the basic principles of safety in Athletics.	Safety in sport – be able to explain the basic principles of safety in Athletics and understand the different officials used within an event.	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.	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.	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.	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.
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.