



Year 8 PE

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
Athletics	<ul style="list-style-type: none"> - To compete and understand how tactics play a part in a variety of running races and select the correct event to compete in. - To know and correctly perform the 4 stages of a jump (run up, take off, flight, and landing). - To perform the correct technique for shot putt/discus/javelin driving from low to high and introduce a slow run up to gain momentum. - To use a run up in long jump using 7, 9 or 11 steps using the take off board. - To use the changeover box effectively to change the baton. - To be able to observe the performance of others and suggest improvements for success. 	<p>A year 8 pupil is able to select the correct pace for running over a variety of distances. They are able to demonstrate control in take off and landings when jumping. They are able to throw accurately and combine power and angle of release. Pupils are able to refine performance by analysing their technique and body shape. Pupils will show consistent control in their athletic event.</p>
Dance	<ul style="list-style-type: none"> - To move in time to a variety of beats from different musical genres. - To be able to choreograph a motif that flows consistently and can be repeated. - The motif shows flow and links smoothly. - To understand the terms 'canon' and 'unison' and use these terms in performance. - To perform in a solo or group sequence showing clarity and complexity in moves. - To work on different levels using a variety of moves. 	<p>Pupils compose creative and imaginative sequences. Moves become more complex that require strength and stamina and control. Pupils perform sequences that are expressive and hold a precise and strong body posture consistently. Pupils are able to select the most appropriate genre for their routine (for example grace or high energy)</p>
Games	<ul style="list-style-type: none"> - To pass, catch and control the ball while under pressure. - To be assertive in the decisions they take when deciding to attack and defend. - To create and exploit space deliberately. - To strike the ball in space away from fielders. - To perform a variety of shots, both forehand and backhand. - To move and anticipate possession and to implement defending and attacking principles. 	<p>Pupils are able to select the most appropriate tactic to exploit space and gain an advantage. Pupils have an awareness of positional play and are able to predict the play to help them attack and defend. They have consistency when striking, passing, catching or fielding a ball and are able to understand how to exploit space.</p>
Gymnastics	<ul style="list-style-type: none"> - To have excellent awareness of body position when performing in gymnastics. - To demonstrate body tension throughout performances. - To plan sequences of differing complexities. - To use complex moves to link between moves in a sequence. - To teach ideas to other pupils or groups. - To plan and perform a sequence with a different complex linkage between each move. 	<p>Year 8 pupils are confident leaders and understand the different personalities in their teams. They are able to empathise with others and help them when required to overcome difficulties. They remain positive in the most challenging environments and are methodical in their thought process in solving problems, where they will try a variety of steps and choose the most appropriate solution.</p>
OAA	<ul style="list-style-type: none"> - Adapt and use more specific techniques and strategies successfully. - Plan and organise themselves quickly and communicate their plans to others. - Take a leading role when working with others and planning improvements to tasks. - Prepare a variety of challenges and explore each one to find the suitable solution. - Be clear about the nature of the task set and show some initiative in responding to it. - Work confidently in familiar and changing environments. - Adapt quickly to new situations. 	