



MSF KS3 Subject Evening

Physical Education

D MacDougall

Content

- Curriculum
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- Feedback
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- Support
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What we have covered

- **Basketball.** Passing, dribbling, rules, shooting.
- **Badminton.** Serving, overhead clear, rules, drop shot.
- **Hockey.** Push pass, control, Indian dribble, rules, movement.
- **Volleyball.** Dig, set, rules, serving.
- **Netball.** Passing (chest/bounce/shoulder), footwork, positions, rules.
- **All activities.**
 - Leading a warm up
 - Muscle names
 - Officiating
 - Tactical awareness
 - Use of HEART Principle in Physical Activity and Sport

Curriculum map

HT1

HT2

HT3

8SK-
Basketball/Volleyball

8AS/8DM –
Netball/Hockey

8SK -
Netball/Hockey

8AS/8DM –
Badminton/Football

8SK -
Gymnastics/Badminton

8AS/8DM –
Basketball/Volleyball



HT4

8SK -Football/Tag
rugby

8AS/8DM
Volleyball/Gymnastics
/Tag rugby

HT5

8SK -
Badminton/rounders

8AS/8DM – Tag
rugby/ Rounders

HT6

8SK -Athletics/cricket

8AS/8DM
Athletics/cricket

Assessment

- What makes a reflective learner in Physical Education
- Pursues excellence always working hard, with the highest expectations & aspirations
- Approach to learning is excellent and demonstrates a commitment that regularly exceeds expectations that leads her to develop the skills to outwit opponents.
- analyses her performances compared to previous ones and demonstrates improvement to achieve her personal best
- Is able to confidently lead a warm up for a group of students
- Develops a positive working relationship with staff and students
- Attends extra-curricular opportunities

Feedback - Strengths

- **Badminton:**

- Using a range of shots in practice situations
- Understanding of the rules for singles play
- Umpiring skills
- Backhand serve to restart the game

- **Hockey:**

- Holding the stick correctly
- Passing, using the correct technique in practice situations

Feedback - Strengths

- **Volleyball:**
 - Using the set in both practice and game situations
- **Netball:**
 - Passing accuracy in both competitive and practice situations
 - Understanding of the positions
 - Movement around the court
- **All activities**
 - Use of HEART Principle in Physical Activity and Sport

Feedback – Areas of development

- **Badminton**
 - To use the full range of shots in competitive situations
 - To take account of opponents position when deciding on choice of shot
 - To use a variety of serves to restart the game
- **Hockey**
 - To use the Indian dribble
 - Control using reverse stick
 - Maintain correct technique in competitive situations
 - To be able to names muscle during the warm up

Feedback – Areas of development

- **Volleyball:**
 - Maintain correct technique for the dig in competitive situations
 - Improve decision making of skills within a game
 - Maintain the height of the ball during game play to provide more time for players/self to get underneath the ball
- **Netball:**
 - Use the pivot in both practice and competitive situations to open up passing options
 - Ensure footwork is used as the game gets faster, preventing the player from travelling

Feedback – expectations/ exemplars

Year 8

<ul style="list-style-type: none"> I can recall some muscles in a warm up. I can identify some reasons as to why I need to complete a warm up. I know and can describe some skills and rules in some sports. I am beginning to have some understanding of techniques. 	<ul style="list-style-type: none"> I understand how the body reacts during exercise. I can lead a warm up to a partner. I can identify and describe tactics in some sporting activities. I understand techniques, which can help me to improve my own performance. I can begin to give feedback to others about their performance. 	<ul style="list-style-type: none"> I have a sound knowledge of the importance of taking part in a warm up and can apply this during regular physical activity. I can explain the benefits to the body and mind of regular participation. I can apply my knowledge of rules and tactics of several different sports. I can give some feedback to my peers and teams overall performance. 	<ul style="list-style-type: none"> I can accurately explain in-depth the advantages of following an active and healthy lifestyle on physical, mental and social wellbeing. I can lead and officiate matches showing a good understanding of the rules. I can analyse performance of myself and peer in order to improve skills, techniques and/or fitness levels. 	<ul style="list-style-type: none"> I can evaluate and justify different training methods for performers sporting needs. I display an excellent understanding and justify how skills and tactics could improve the quality of performance. I can lead others in activities and warm ups to enhance students learning.
<ul style="list-style-type: none"> I can lead my own warm up but lack confidence to lead others. I sometimes demonstrate resilience and effort. I sometimes demonstrate respect for equipment and others. 	<ul style="list-style-type: none"> I can demonstrate confidence and understand effective communication within discussions and activities. I give 100% effort to every activity and am often resilient when faced with challenging tasks. I consistently demonstrate respect of equipment and others. 	<ul style="list-style-type: none"> I can confidently lead a group of people, applying a variety of roles: official, coach, teacher and captain. I demonstrate empathy and respect for my peers and can support and motivate them to improve performance. 	<ul style="list-style-type: none"> I demonstrate good leadership qualities both in lesson and afterschool clubs. I display clear communication skills, empathy and patience. I am respected and respectful, and I have developed a positive working relationship with staff and students across the school. 	<ul style="list-style-type: none"> I am hardworking and helpful in lessons and at after school clubs. I have great leadership qualities and an active leader, in lessons and after school. I can be a positive role model, demonstrating commitment; I participate in school and inspire others.
<ul style="list-style-type: none"> I can demonstrate, with some accuracy and success, basic skills, techniques and tactics in passive practices. I can complete a 2-min run. 	<ul style="list-style-type: none"> I can demonstrate, with some accuracy and success, skills, techniques and tactics across a variety of activities in high pressured practices. I can complete a 3- min run. 	<ul style="list-style-type: none"> I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities. I can complete a 7-min run. 	<ul style="list-style-type: none"> I can demonstrate, with precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in very challenging activities. I can complete a 15-minute run. 	<ul style="list-style-type: none"> I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in very challenging activities. I can complete a 20-minute run.

Supporting your child

- Ensure she has the correct kit for each lesson
- Encourage her to do some form of exercise outside school. For example,
 - Join a local sports team
 - Take part in an enrichment physical activity/sports club
 - Become a member at a gym
 - Take up an individual sport
 - Go on bike rides
 - Have a walk with family, or friends
 - Walk, or bike to school
 - Do a physical activity on the park with friends, or family

Knowledge organisers for HT3

Gymnastics

Hands

- Perform a mixture of balances and rolls
- Sequencing
- To perform counter balances

Head

- To plan 3 balances.
- To plan a sequence of balances and rolls (complex and simple sequences)

Heart:

- Demonstrate communication when working in a pair/group.



Knowledge organisers

Basketball:

Hands:

- Passing (chest/bounce/overhead)
- Dribbling (use of both hands, change of direction, pace)
- Shooting
- Rebounding and stopping (jump stop/stride stop)

Head:

- Decision making (triple threat: pass/dribble/shoot)
- Adhering to the rules
- Attacking play
- Defending
- 1v1 situations

Heart:

- Ability to influence the performance and motivation of self and others
- Impact of communication and teamwork during a game



Knowledge organisers



Volleyball:

Hands

- Key skills – dig, set, underarm serve
- Placement of shot – where to land on opponents' side of the court
- Starting to perform skills with consistency

Head

- Appropriate skill selection with accuracy (decision making)
- Considering a range of factors that impact on success such as strengths and weaknesses of opponent

Heart

- Demonstrate communication and influence on team performance
- Adhere to rules and health and safety guidelines (posts/nets)

Knowledge organisers

Badminton

Hands

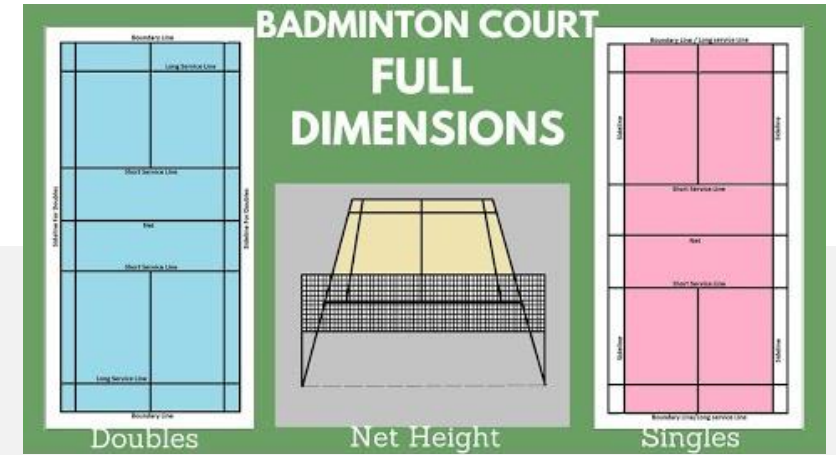
- Serves - low and short, high and deep,
- Overhead Clear shot – forehand and backhand; attacking and defending; overhead and underarm
- Drop shot
- Smash

Head

- Appropriate choice of shot in relation to situation
- Application of skills/techniques in tactics: movement pressure, deception, serving
- Considering a range of factors that impact on success such as strengths and weaknesses of opponent
- Adhering to the rules, health and safety guidelines

Heart

- Officiating other games



Q&A

- Please use our [online form](#) to share any queries, these will be directed towards and addressed by the relevant member of the team.