

# **Year 8 PE**

## **Spring 2 Level Ladder**

**All students are expected to master at least the Level 5 content by the end of the half term.**

**Check Arbor or ask your child what their current working and target level is in PE**

### **Topic: Gymnastics**

#### **EG:**

5A - mastered all of the Level 5 content

5B - mastered some of the Level 5 content

5C - mastered all of the Level 4 content and beginning to master some Level 5 content

Throughout the course of Year 8, students will study 10 different modules (or sports).

## GYMNASTICS ASSESSMENT Spring Term 2015

Criteria	Level 3	Level 4	Level 5	Level 6
<b>Floor Routine</b>	I have a definite start and end point of my routine. I use a range of balances, travels, leaps, rolls and rotations.	I have a definite start and end point of my routine. I use a range of balances, travels, leaps, rolls and rotations. Routine is performed safely.	I have a definite start and end point of my routine. I use a full range of balances, travels, leaps, rolls and rotations. Each movement is controlled and flows easily into the next. Routine is performed safely.	I have a definite start and end point of my routine. I use a full range of difficult balances, travels, leaps, rolls and rotations. Each movement is controlled and flows easily into the next. Routine is performed safely on the high beam.
<b>Balance Beam Routine</b>	I use a range of balances, travels, leaps, dips and rotations.	I have a definite start and end point of my beam routine. I use a range of balances, travels, leaps, dips and rotations. Routine is performed safely.	I have a definite start and end point of my beam routine. I use a full range of balances, travels, leaps, dips and rotations. Each movement is mostly controlled and flows easily into the next. Routine is performed safely.	I have a definite start and end point of my beam routine. I use a full range of difficult balances, travels, leaps, dips and rotations. Each movement is controlled and flows easily into the next. Routine is performed safely on the high beam.
<b>Flight (Mini Tramp)</b>	Jump is presented with basic techniques demonstrated, but does not include all required elements.	Jump is presented with all or most required elements demonstrated. Basic components are performed safely but without advanced skills. Evidence of planning and presentation is demonstrated at basic level.	Jump is performed demonstrating all required elements. Jump is performed safely. Attempts advanced skills and performs these skills at satisfactory level. Jump is well planned and presentation is sound.	Jump is performed with outstanding technique and skill. Jump is of an advanced level and is presented safely and confidently. Presentation of jump is well executed with good balance and composure demonstrated.
<b>Trampolining-Skills</b>	Can perform 10 consecutive jumps in the centre of the bed, with correct technique. Can perform the Tuck, Pike and Straddle with correct technique.	Can perform 10 consecutive jumps in the centre of the bed, with correct technique. Can perform the Tuck, Pike and Straddle with correct technique. Can perform a seat drop. Can link together 3 moves in a sequence.	Can perform 10 consecutive jumps in the centre of the bed, with correct technique. Can perform the Tuck, Pike and Straddle with correct technique. Can perform a seat drop. Can link together 3 moves in a sequence. Can perform swivel hips.	Can perform 10 consecutive jumps in the centre of the bed, with correct technique. Can perform the Tuck, Pike and Straddle with correct technique. Can perform a seat drop. Can link together 3 moves in a sequence. Can perform swivel hips. Can perform a seat drop to a front drop. Can perform an extended routine and also create a routine for other pupils.
<b>Trampolining-Self assessment and peer assessment</b>	Provide key points for improvement-point toes etc (when questioned if necessary)	Provide key points for improvement-point toes etc (when questioned if necessary). Identify good performance in others and make changes independent of teacher guidance.	Provide key points for improvement-point toes etc (when questioned if necessary). Identify good performance in others and make changes independent of teacher guidance. Make positive changes to own performance verbally and practically-identify strengths and weaknesses.	Provide key points for improvement-point toes etc (when questioned if necessary). Identify good performance in others and make changes independent of teacher guidance. Make positive changes to own performance verbally and practically-identify strengths and weaknesses. Assess another student based on the NC level descriptors (reciprocal).

<b>Team work</b>	I cooperate and work with most of my peers.	I will work with all members of the class and collect or pack up equipment. I can communicate positively with team mates. I change for PE in 5 minutes or less. I line up quietly at the start and end of lessons and walk in a single file line.	I am happy to work with all members of the class. I am able to be both a leader or a follower. I willingly help with class equipment. I line up quietly at the start and end of lessons and walk in a single file line.	I am happy to work with all members of the class. I am able to be both a leader and follower at the right time. I volunteer to assist with class equipment. I change for PE in under 5 minutes. I always lines up quietly at the start and end of lessons and I walk in a single file line. I encourage and help my peers to do the same.
<b>Health and Fitness</b>	I usually wear most of the correct PE Kit. I can walk to and from PE venues without tiring. With encouragement, I will participate in a warm up.	I usually wear a complete PE Kit. I can walk to and from PE venues without tiring and participate with energy for the whole lesson. I willingly participate in a warm up. I can state some general ways to improve fitness for rugby.	I always wear a complete PE Kit. I always walk quickly to and from PE venues and participates with energy for the whole lesson. I can lead peers in an effective warm up for rugby. I usually brings a water bottle to lesson.	I always wear a complete PE Kit. I always walk quickly to and from PE venues and participate with energy for the whole lesson. I can lead peers in an effective warm up for rugby. I can state specific methods to improve fitness for rugby. I always bring a water bottle to lesson.