



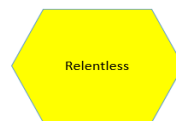
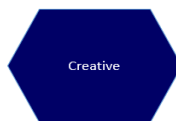
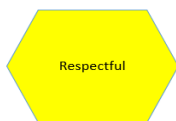
Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

KEY STAGE 3 – WORKING AT - Physical Education

Subject	Working Towards	Working At	Working Beyond
Physical Education Y7	Students achieve many but not all aspects of the Working At criteria	<p>Acquiring, Selecting and Applying Skills.</p> <ul style="list-style-type: none"> Students can select and link a variety of skills, techniques and ideas and can demonstrate them appropriately in isolation when they perform. Their performance shows control and some fluency. <p>Tactics, Strategies and Rules.</p> <ul style="list-style-type: none"> Students have knowledge of the importance of basic tactics, strategies and rules. Students have knowledge of their impact on performance. <p>Performance Evaluation.</p> <ul style="list-style-type: none"> Students can comment on skills, techniques and ideas used in their own and others' performance, and use this knowledge to improve basic aspects of their own and peers' performance. <p>Health and Fitness.</p> <ul style="list-style-type: none"> Student can identify the basic safety principles in preparing for exercise, including leading a basic warm-up in a pair. Student can identify some of the effects of exercise and how it can contribute to my fitness and health 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.
Physical Education Y8	Students achieve many but not all aspects of the Working At criteria	<p>Acquiring, Selecting and Applying Skills</p> <ul style="list-style-type: none"> Students can select, link and combine a variety of skills, techniques and ideas and demonstrate them appropriately both in isolation and in some competitive situations, using precision and control. <p>Tactics, Strategies and Rules.</p> <ul style="list-style-type: none"> Students have an understanding of the importance of basic tactics, strategies and rules. Students have knowledge and understanding of their impact on my own and others' performance. <p>Performance Evaluation.</p>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.





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		<ul style="list-style-type: none"> Students can use sports specific terminology to analyse and evaluate skills, techniques and ideas that have been used in their own and peers work and suggest ways to improve. <p>Health and Fitness.</p> <ul style="list-style-type: none"> Students can describe the basic safety principles in preparing for exercise, including leading a basic warm-up for a group. Students can identify and describe some of the effects of exercise and how it can contribute to their health and fitness 	
Physical Education Y9	Students achieve many but not all aspects of the Working At criteria	<p>Acquiring, Selecting and Applying Skills</p> <ul style="list-style-type: none"> Students can select and combine skills, techniques and ideas and apply them appropriately both in isolation and in more demanding competitive situations, using precision, control and fluency. <p>Tactics, Strategies and Rules.</p> <ul style="list-style-type: none"> Students can apply a range of tactics and strategies when performing and have knowledge and understanding of their impact on their own and other's performance. Students' knowledge and understanding of the rules improves both their own and others performance. <p>Performance Evaluation.</p> <ul style="list-style-type: none"> Students can use specific sport terminology to analyse and evaluate skills, techniques, ideas and tactics that have been used in their own and peers work. Students can modify and refine skills and techniques to improve performance. <p>Health and Fitness.</p> <ul style="list-style-type: none"> Students can explain the basic safety principles in preparing for exercise, including leading a sports specific warm-up for a group. Students can identify and explain most of the effects of exercise and how it can contribute to their health and fitness 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.

