



<b>Task Number</b>	1	<b>Task Name</b>	Fundamental Movement Skills Practical Circuit
<b>Course</b>	Year 7 PDHPE	<b>Faculty</b>	PDHPE
<b>Teacher</b>	Mr Adams, Mr Everson, Ms Ellis, Mr Clark	<b>Head Teacher</b>	Mr John Eakin
<b>Issue date</b>	Week 5	<b>Due date</b>	During practical PE lessons week 7-8
<b>Focus (Topic)</b>	Fundamental Movement Skills	<b>Task Weighting</b>	25%

**Outcomes**

4.4 A student demonstrates and refines movement skills in a range of contexts and environments.  
 4.13 Demonstrates cooperation and support of others in social, recreational and other group contexts  
 4.14 Engages successfully in a wide range of movement situations that displays an understanding of how and why people move.

**Task description**

**Part 1: Students are to perform a circuit with a variety of fundamental, specialised and manipulative movement skills.**

Students will be given a mark out of 5 for each of their performance on: **Total 40 Marks.**

- Body control and awareness
- Object manipulation and control
- Anticipation and timing
- Technique

The circuit will include:

1. Throwing over-arm to at a target
2. Chest pass and catch from rebound off the wall
3. Netball dodge break from a center pass
4. Dribbling a basketball around 6 cones and back
5. Dribbling soccer ball around 6 cones and back
6. T Run
7. Skipping on the spot
8. Hitting a ball off a Tee

**Part 2: Peer Assessment Card**

Students are to complete a peer assessment during the practical circuit and share their evaluation with their partner and submit their peer assessment card to their teacher at the end of the lesson.

**Marking Guidelines**

- Demonstrate refined movement skills with control, awareness, anticipation, timing, and technique.
- Perform with precision a circuit that includes fundamental, specialised, and manipulative movement skills.
- Completes and submits an accurate peer assessment card that is honest and supplies specific and constructive feedback for their peer to practice and improve upon.

Marking Criteria Name: \_\_\_\_\_ Mark: \_\_\_\_/40 Grade: \_\_\_\_

<u>Mark/Grade</u>	<u>Criteria</u>
<b>Outstanding</b> <b>35-40</b> <b>A</b>	<ul style="list-style-type: none"> <li>● Demonstrates an <b>extensive</b> knowledge of the fundamental, specialised and manipulative movement skills.</li> <li>● Perform with <b>precision</b> a circuit which includes fundamental, specialised and manipulative movement skills.</li> <li>● Completes and submits an <b>accurate</b> peer assessment card that is <b>honest</b> and supplies <b>specific and constructive</b> feedback for their peer to practice and improve upon.</li> </ul>
<b>High</b> <b>29-34</b> <b>B</b>	<ul style="list-style-type: none"> <li>● Includes a <b>thorough</b> understanding of how practise can improve your own performance.</li> <li>● Demonstrates a <b>thorough</b> knowledge of the fundamental, specialised and manipulative movement skills.</li> <li>● Performs <b>high</b> level circuit which includes fundamental, specialised and manipulative movement skills.</li> <li>● Completes and submits a peer assessment card that is <b>honest</b> and <b>supplies constructive</b> feedback for their peer to practice and improve upon.</li> </ul>
<b>Sound</b> <b>20-28</b> <b>C</b>	<ul style="list-style-type: none"> <li>● Includes an <b>explanation</b> on how practise can improve your own performance.</li> <li>● Demonstrates a <b>sound level of knowledge</b> of the fundamental, specialised and manipulative movement skills.</li> <li>● Perform a circuit which includes fundamental, specialised and manipulative movement skills with a <b>sound level</b> of form.</li> <li>● Completes and submits a peer assessment card that is <b>mostly accurate</b> and <b>supplies some</b> feedback for their peer to practice and improve upon.</li> </ul>
<b>Basic</b> <b>13-19</b> <b>D</b>	<ul style="list-style-type: none"> <li>● Includes a <b>basic</b> explanation on how practice can improve your own performance.</li> <li>● Demonstrates <b>little knowledge</b> of the fundamental, specialised and manipulative movement skills.</li> <li>● <b>Demonstrates basic ability to perform</b> a circuit which includes fundamental, specialised and manipulative movement skills.</li> <li>● Completes and submits a peer assessment card to a <b>basic standard, supplying basic</b> feedback for their peer to practice and improve upon.</li> </ul>
<b>Limited</b> <b>6-12</b>	<ul style="list-style-type: none"> <li>● Includes a <b>limited</b> explanation on how practice can improve your own performance.</li> <li>● Demonstrates <b>minimal knowledge</b> of the fundamental, specialised and manipulative movement skills.</li> <li>● Makes <b>minimal attempt</b> to perform or <b>displays limited ability to complete</b> a circuit which includes fundamental, specialised and manipulative movement skills.</li> <li>● Completes and submits a peer assessment card to a <b>poor standard and does not provide feedback</b> for their peer to practice and improve upon.</li> </ul>
<b>Unsatisfactory</b> <b>0-5</b> <b>E / N</b>	<ul style="list-style-type: none"> <li>● Non serious attempt at practical circuit</li> <li>● Non serious attempt</li> <li>● Task not completed by due date.</li> </ul>

**Teacher Feedback:**

## FMS Individual Assessment (Teacher)

Name of Participant: \_\_\_\_\_

- Throwing over-arm to at a target
- Chest pass and catch from rebound off the wall
- Netball dodge break from a center pass
- Dribbling a basketball around 6 cones and back
- Dribbling soccer ball around 6 cones and back
- T Run
- Skipping on the spot
- Hitting a ball off a Tee

Teacher to circle 1-5 for each FMS.

<p><b>Overarm throw</b>  <b>5</b> - hits target, steps towards target, arm follows through over shoulder  <b>4</b> - hits target, steps, follows through over shoulder  <b>3</b> - throws towards target, arm follows through  <b>2</b> - throws toward target  <b>1</b> - attempts a throw</p>	<p><b>Chest pass</b>  <b>5</b> - 2 handed throw towards partners chest on the full  <b>4</b> - 2 handed throw towards partners chest  <b>3</b> - throws to partner on the full  <b>2</b> - throws towards partner  <b>1</b> - attempts a throw</p>	<p><b>Dodge</b>  <b>5</b> - change direction at speed confidently  <b>4</b> - change direction whilst running  <b>3</b> - change direction  <b>2</b> - attempts to move in different directions  <b>1</b> - moves from one foot to another</p>	<p><b>Dribble - Basketball</b>  <b>5</b> - eyes up, control of the ball, weaves in and out of cones  <b>4</b> - control the ball, weaves in and out of cones  <b>3</b> - mostly controls ball around cones  <b>2</b> - tries to control ball around cones  <b>1</b> - moves with ball, near cones</p>
<p><b>Dribble - Soccer</b>  <b>5</b> - eyes up, control of the ball, weaves in and out of cones  <b>4</b> - control the ball, weaves in and out of cones  <b>3</b> - mostly controls ball around cones  <b>2</b> - tries to control ball around cones  <b>1</b> - moves with ball, near cones-</p>	<p><b>T-Run</b>  <b>5</b> - complete T course quickly, smoothly, maintaining balance and changing direction with ease  <b>4</b> - complete T course smoothly, maintaining balance and changing direction  <b>3</b> - complete T course maintaining balance and changing direction  <b>2</b> - complete T course demonstrating some balance when changing direction  <b>1</b> - complete T course</p>	<p><b>Skipping</b>  <b>5</b> - smooth, continuous movement, rhythmic motion  <b>4</b> - continuous movement, rhythmic motion  <b>3</b> - attempts skipping movement with some rhythmic motion  <b>2</b> - attempts skipping with some continuous movement  <b>1</b> - attempts skipping</p>	<p><b>Hitting</b>  <b>5</b> - clean contact, correct technique, step and pivot  <b>4</b> - makes contact, steps to hit, correct technique  <b>3</b> - makes contact, uses some correct technique  <b>2</b> - attempts to make contact with the ball, steps  <b>1</b> - attempts to swing the bat in the direction of the ball/team</p>

\* 8 areas added up to make score out of 40

# Year 7 Fundamental Movement Skills Practical Circuit

## Peer Evaluation Student Card

Name of Participant: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

<p align="center"><b>Peer Evaluation Card</b></p> <p align="center"><i>Observe your partner perform each skill and <b>tick the box</b> that best reflects their abilities.</i></p>	<p><b>Very good</b> -no mistakes made</p>	<p><b>Ok-</b> only some mistakes</p>	<p><b>More practise</b> would be beneficial</p>
<p><b>Throwing over-arm to at a target</b> Stands side on to target, opposite throwing hand extended out as a guide and overarm throwing arm follows through after ball is released</p>			
<p><b>Chest pass and catch rebound off wall</b> Holds ball with two hands pushes the ball from chest to the wall with enough force to return back and catch with both hands evenly</p>			
<p><b>T Run</b> Accelerates off the starting mark with arms moving opposite to strides of legs, smooth changes direction to side slides keeping knees bent, remains in a straight line when running backwards to finish.</p>			
<p><b>Soccer ball dribble through cones</b> Keeps the ball close to the feet and swaps to each side around each of the 6 cones.</p>			
<p><b>Basketball dribble through cones</b> Bounces basketball using fingers and maintains control close to body and at hip height</p>			
<p><b>Dodge players to receive centre pass</b> Uses special awareness to dodge past or around a defender to find free space to receive netball pass</p>			
<p><b>Two handed striking of a ball off tee</b> Stands with feet apart and side on to the tee, then swings the bat shoulder height steps through with opposite leg and keeping eye on the ball during the swing, once ball is hit swings shoulder fully around to opposite side of body</p>			
<p><b>Add skipping rope on the spot</b> Start with the basic jump repeating without tripping for 30seconds Attempt jumps 2-5 once completing the basic jump.</p>			

**Student feedback:** *Positives, improvements, areas to focus on etc.*