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| **Year 1 / 2 KS1** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Uses space safely & well. | Can **explore, apply** and **link** broader range of skills / actions | Perform actions, balances, body shapes and agilities with **Control.** | Create, **practise** and **refine** longer, more complex sequences | **Compose longer**, more **complex** sequences with partner/group |
| Can remember, repeat & explore simple actions | Uses a greater number of own ideas for movements to respond to a task | Perform more difficult gymnastic **Agilities** demonstrating **Technique** | Show **Controlled** changes in **level/direction/speed**. | Have **confidence & competence** to try new actions e.g. sportsacro |
| Can work cooperatively with a partner. | Can support weight on different body parts. | Perform with greater fluency, **Linking** sequences of movement | Show **good body tension** during actions e.g. Balances | Include a wide range of **Actions, Body-shapes** and **Balances**. |
| Work on apparatus safely. | Can demonstrate the five basic **Jumps** | Include changes of **speed** & **level**. | Transfer smoothly between movements (Link / Flow). | Develop **Clear, Fluent and accurate movements**. |
| Can demonstrate different **Levels** in actions. | Can perform with **fluency** and **control.** | Combine actions in more physically challenging ways | Show a **wider range** of actions, body shapes and balances. | Show **Consistency & Control** in their own movements. |
| Can demonstrate differences in **Speed**. | Can adapt work from floor to suit **different types of apparatus.** | **Lead** a partner through short warm-up routines. | Perform with increasing **Control, Balance & Coordination** | Combine gymnastic actions, shapes and balances. |
| Can land safely when **Jumping**. | Can **adapt** own sequence to suit their partner’s ability | **Collaborate** & **Adapt** their own movements to include a partner. | **Lead** small groups **in warm-up & cool-down type** activities. | Solve a task by applying a range of compositional ideas. |
| Can take weight on hands. | Chooses and plans sequences of **contrasting** actions | Plan, perform, evaluate and repeat a sequence on a **clear theme** | Adapt sequences from floor to apparatus with confidence | Perform a practised sequence to an audience in small groups. |
| Can create & apply different **Body Shapes** | Can demonstrate **Control** and increasing **Technical competence** | Demonstrate both **Matching** & **Mirroring** to show difference | Include **Contrasting actions**, shapes, balances and dynamics. | Can demonstrate control in a variety of **Pair Balances** |
| Can **Balance** on small and large body parts. | With help, can recognise how own performances could be **improved** | Choose, practise and refine sequences on their own. | Adapt their performance to the demands of a task or theme. | Use Apparatus to support more challenging actions with **Control** |
| Can **Travel** on different body parts. | Will offer & accept advice and using it to improve performance | Suggest improvements to their own performance. | Judge and comment on performances using set criteria. | Be aware of factors that influence the quality of a performance. |
| Can **Co-ordinate** body during movements | Is willing to practice, improving performance | Can use simple choreographic **techniques** e.g. Canon, Unison | Understands **practice** can lead to improvement. | Suggest aspects of a performance that need improving |
| **Link** movements to suit activity. | Knows why to warm up/ cool down, can suggest some simple warm-up activities. | Can name and show simple **Bone** / **Muscle groups** anatomic position | Can describe blood flow around the human body | Judge a performance using their own set of agreed criteria. |
| Can adapt ‘sequence’ to include **apparatus** | Can explain how flexibility and strength can be developed | Say which **joints** are affected by specific stretches. | Can **explain** why we need to warm up and use appropriate terms | Say why it is important to warm up and cool down. |
| Is willing to practice and improve. | Can identify & name some muscle groups used in gymnastic activities | Understand that **Strength** and **Flexibility** can be improved. | Say which **joints** and **muscles** are helped by specific stretches. | Say why activity is good for their health and well-being. |
| Can evaluate their own movements. | Can **explore, apply** and **link** broader range of skills / actions |  |  |  |
| Can say how their bodies feel during exercise. | Uses a greater number of own ideas for movements to respond to a task |  |  |  |

To be used in conjunction with VisionED’s Gymnastics Assessment Sheets and Audit documents