



Name: _____

Year Group: _____

Beginning 6:

- Make up, practise and refine sequences with a partner when preparing for a performance.
- Choose actions, shapes and balances from memory.
- Use their knowledge of composition to make up a sequence, including changes of a direction or level.
- Practise and refine actions, shapes and balances on their own.
- Refine sequences, with guidance.
- Talk confidently about why it is important to warm up.
- Prepare for exercise of their own.
- Make simple judgements about their own and others' work.

Within 6:

- Make up longer, more complex sequences, including changes of direction, level and speed.
- Develop their own solutions to a task by choosing and applying a range of compositional principles.
- Combine and perform gymnastic actions, shapes and balances.
- Show clarity, fluency, accuracy and consistency in their movements.
- In small groups, prepare a sequence to be performed to an audience.
- Understand the importance of warming up and cooling down.
- Say, in simple terms, why activity is good for their health, fitness and wellbeing.
- Show an awareness of factors influencing the quality of performance and suggest aspects that need improving.

Secure 6/Exceeding:

- Make up their own sequences.
- Arrange their own apparatus safely to suit the needs of a task.
- Organise small groups independently.
- Include a wide range of actions, shapes and balances in their performance, some of which are original.
- Lead class warm up activities.
- Explain, using appropriate language, how activity improves health, fitness and wellbeing.
- Use their own criteria to judge performance.
- Suggest different ideas that will lead to individuals improving their performance in small group sequences.

Notes:

Working at/date assessed: