**YEAR 3**

**Evaluating outcomes - Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page: \_\_\_ of \_\_\_\_**

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| KEYAcquiring and developing skillsSelecting and Applying Skills etc.Knowledge & understanding of fitness & healthEvaluating and Improving Performance  |  Names |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| practise an action or short sequence of movements, and improve the quality of the actions and transitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| show control, accuracy and fluency of movement when performing actions on their own and with a partner |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| devise and perform a gymnastic sequence, showing a clear beginning, middle and end |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| adapt a sequence to include different levels, speeds or directions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| work well on their own and contribute to pair sequences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understand the importance of warming up |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| identify when their body is warm and stretched ready for gymnastic activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understand that strength and suppleness are important parts of fitness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| explain the differences between two performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| identify when two performances have the same elements and order, and comment on their quality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understand what is involved in the process of improving a performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |