**YEAR 4**

**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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * perform a range of actions and agilities with consistency, fluency and clarity of movement
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make similar or contrasting shapes on the floor and apparatus, working with a partner
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * combine actions and maintain the quality of performance when performing at the same time as a partner
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * combine actions to make sequences with changes of speed, level and direction, and clarity of shape
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * gradually increase the length of sequences
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * understand that strength and suppleness are key features of gymnastic performance
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * devise routines of stretching exercises that prepare them for their gymnastic work
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make simple assessments of performance based on a criterion given by the teacher
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * use these assessments to modify and refine their sequences and others' work

offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |