**YEAR 6/7 link**

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

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| KEY  Acquiring and developing skills  Selecting and Applying Skills etc.  Knowledge & understanding of fitness & health  Evaluating and Improving Performance | Names |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * perform single actions & balances with control, showing tension & extension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * move into & out of these actions & balances fluently, showing good weight transfer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * link actions & balances together & show good timing when working with others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * use a variety of ways to be inverted |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * know that changing & varying the speed, direction & level of their sequence affects the way it looks & increases its interest for the audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * use some of these ideas when designing & performing their sequences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * are aware of the relationship they have with their partner(s), & use different combinations of their shapes, directions they move & timing of their actions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * explain the importance of preparing the body for gymnastic activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * explain how strength, power & flexibility are important for good-quality work & control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify the parts of the body that work hardest, & choose safe exercises to prepare these for work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * know what to look out for when observing actions, phrases & sequences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * describe what they see or do, using appropriate terminology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * recognise strengths in technique & in composition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify these strengths to others & pick out areas that they need to improve |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |