**YEAR 6/7 link**

**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 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
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |