**YEAR 6**

**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 fluently and with control, even when performing difficult combinations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| work well with a partner or a small group to practise and refine their work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| make up longer sequences and perform them with fluency and clarity of movement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| vary direction, levels and pathways, to improve the look of a sequence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| use planned variations and contrasts in actions and speed in their sequences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understand what it is important to include in a warm up for gymnastic activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| recognise that a cool down is important  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understand how gymnastic activity helps their overall health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| know how to improve their own health and fitness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| watch performances and use criteria to make judgements and suggest improvements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |