



Porters Grange Primary School

Physical Education

Gymnastics

Early Years	<p>Confident to try new activities. Ask for help if needed. Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Talk about ways to keep healthy and safe. Know the importance for good health and physical exercise. Sensitive to others' feelings. Co-operatively, taking turns. Talk about my own ideas and use them in response to a task. Understand and follow rules.</p>
Year 1	<p>Link simple actions together to create a sequence. Remember and repeat actions and shapes. Confident to perform in front of others. Recognise changes in my body when I do exercise. Say what I liked about someone else's performance. Use apparatus safely and wait for my turn. Make my body tense, relaxed, stretched and curled.</p>
Year 2	<p>Plan and repeat simple sequences of actions. Perform the basic gymnastic actions with some control and balance. Proud of my work and confident to perform in front of others. Describe how my body feels during exercise. Beginning to provide feedback using key words. Work safely with others and apparatus. Use shapes when performing other skills. Use directions and levels to make my work look interesting.</p>

Year 3	<p>Choose actions that flow well into one another.</p> <p>Adapt sequences to suit different types of apparatus.</p> <p>Use a greater number of my own ideas for movements in response to a task.</p> <p>Choose and plan sequences of contrasting actions.</p> <p>Complete actions with increasing balance and control.</p> <p>Understand the benefits of exercise.</p> <p>Provide feedback using key words.</p> <p>With help, recognise how performances could be improved.</p> <p>Move in unison with a partner.</p>
Year 4	<p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Understand how body tension can improve the control and quality of my movements.</p> <p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Identify some muscle groups used in gymnastic activities.</p> <p>Watch, describe and suggest possible improvements to others' performances and my own.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p>
Year 5	<p>Use strength and flexibility to improve the quality of a performance.</p> <p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>Use feedback provided to improve my work.</p> <p>Work safely when learning a new skill to keep myself and others safe.</p> <p>Lead a partner through short warm-up routines.</p>
Year 6	<p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve the quality.</p> <p>Work collaboratively with others to create a sequence.</p> <p>Understand what counter balance and counter tension is and can show examples with a partner.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities.</p> <p>Use appropriate language to evaluate and refine my own and others' work.</p> <p>Use feedback provided to improve the quality of my work.</p> <p>Understand how to work safely when learning a new skill.</p> <p>Lead a small group through a short warm-up routine.</p>