

Acquiring and developing skills

P 4-5	P 6-7	P 8	NC1	NC2
Travel in a variety of ways	Travel on at least two body parts	Travel on a variety of body parts	Perform basic gymnastic action of rolling, turning and jumping	Practise a variety of actions, jumps, balance, roll, concentrating on quality
Use the floor , mats and apparatus safely with guidance	Use floor, mats and apparatus with growing confidence and safety	Recognise small and large apparatus and use it with basic control	Explore and develop a range of gymnastic movements on the floor/apparatus	Use actions on the floor and over, across and along apparatus
Be still when choosing a balance	Be still in different balances	Be still in different body shapes and balances	Link different balances, moving in/out of positions of stillness with flow	Show control and accuracy when performing basic combinations of balances, shapes and movements
Show slow and fast movements with direction	Show slow and fast movements	Show a change of speed in your movements	Link two actions and perform them slowly and quickly	Remember and perform a taught sequence involving two methods of travel
Slide and rock. Take weight on hands and feet with support	Slide, rock and take weight on hands and feet	Slide, rock and take weight on hands	Take weight on hands only with part of body inverted	Transfer weight from one body part to another e.g. shoulders to taking weight on hands
Reach as far as you can	Point arms and legs in opposite direction	Stretch body when making a shape	Stretch and curl body in a variety of ways, e.g. big, narrow, small, tucked	Show symmetrical / asymmetrical shape
Explore a variety of movements with some awareness of space	Move with control and co-ordination under and over climbing equipment	Work on/over/around apparatus taking turns	Use actions on the floor and over, across and along apparatus	Mount and dismount safely when using apparatus
Work close to another	Work co-operatively with a partner	Copy or explore your partner's movement actions	Perform actions, body shapes and balances at the same time as your partner	Extend the range of actions, body shapes and balances to a particular theme
Follow simple movements / routines	Copy movement patterns with each other e.g. Follow my leader	Work co-operatively with others on a task	Perform and combine movements with a partner/group so they are matched/mirrored	Develop more variety in the way you perform skills and actions

Selecting and applying skills, tactics and compositional ideas

P 4-5	P 6-7	P 8	NC1	NC2
Link at least two basic actions with assistance	Link at least two basic actions without assistance	Devise own sequence involving two movements	Develop short sequences of unlike actions	Choose combinations that work in a sequence with a partner
Repeat at least two basic actions with guidance	Repeat at least two actions and keep repeating them accurately	Remember and perform taught sequence of two movements	Explain how you remember the sequence	Make a sequence using apparatus
Perform at least two balances at different levels linked together in a sequence with guidance	Perform at least two balances at different levels linked together in a sequence	Perform balances at different levels linked together in a sequence	Explore balance on small/large body parts	Perform simple sequences e. g. balance, roll, turn etc
Travel between obstacles following marks on the floor	Travel over a series of bars on the floor	Move with some control and co-ordination e.g. over and under	Easy combination of contrasting actions e.g. moving from low travel to high travel	Show changes in direction in your sequence
Travel over, along, under and off apparatus with some help	Travel over, along, under and off apparatus	Explore different ways of travelling over, along, under and off apparatus	Vary and apply actions on the floor and apparatus e.g. vary shape, speed, direction	Make a sequence on the apparatus using a partner

Knowledge and understanding of fitness and health

P 4-5	P 6-7	P 8	NC1	NC2
Move between obstacles safely	Use large and small apparatus safely	Explain when it is safe to use mats or apparatus	Position apparatus safely to perform the task	Work safely on mats and apparatus on your own or with others
Comment on what happens to your breathing when you run	Say why you are out of breath	Say how gymnastics is good for fitness	Describe the changes to your body when exercising	Be aware how gymnastics can improve your body moves
Say if you feel hot, warm or cool	Recognise that your heart is beating faster	Say which gymnastic activity changes the heart rate	Say which parts of the body are important for gymnastic activities or movements	Understand how stretching exercises can increase the range of movement in a joint
Show some body tension when holding a balance	Show some body tension when performing	Copy stretching exercises to improve control / posture	Remember stretching exercises to improve control/posture	Devise, practise and remember stretching exercises to improve control/posture

Evaluating and improving performance

P 4-5	P 6-7	P 8	NC 1	NC 2
Identify some of the actions you are using	Identify all the actions you are using	Describe your actions using appropriate language e.g. straight roll	Say whether body parts are doing the same or different actions	Say whether a movement is symmetrical or asymmetrical
Run forward and stop on request	Listen to instructions and stop and start with some accuracy	Use the advice of a teacher or partner to improve your performance	Say when a movement or balance has been performed well Choose a simple approach to solve the problems you are set	Suggest how your performance can be improved Decide when to practise on your own or with a partner
Identify some of the actions of a partner	Identify all the actions of a partner	Describe the actions of a partner using appropriate language	Say when a movement of balance has been performed well by your partner	Suggest ways to improve the quality of your partner's movements or actions