This simple assessment document sets out to allow teachers to focus on the lesson objectives and see the sequence in which the scheme of work progresses pupils’ planned learning - their knowledge, skills and understanding. By using the ‘Emerging’ column staff can evaluate who is still working towards these objectives whilst also recording those who are going beyond the simple achievement of these objectives and need challenging and extending.

**Year 3 -** In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the words ‘extension’ and ‘body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

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| Lesson | Learning Objective | Emerging | Exceeding |
| Lesson 1 | To be able to create interesting point and patch balances. |  |  |
| Lesson 2 | To develop stepping into shape jumps with control. |  |  |
| Lesson 3 | To develop the straight, barrel, and forward roll. |  |  |
| Lesson 4 | To be able to transition smoothly into and out of balances. |  |  |
| Lesson 5 | To create a sequence with matching and contrasting actions and shapes. |  |  |
| Lesson 6 | To create a partner sequence incorporating equipment. *[Build towards this throughout]* |  |  |

Year 4 - In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

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| Lesson | Learning Objective | Emerging | Exceeding |
| Lesson 1 | To develop individual and partner balances. |  |  |
| Lesson 2 | To develop control in performing and landing rotation jumps. |  |  |
| Lesson 3 | To develop the straight, barrel, forward and straddle roll. |  |  |
| Lesson 4 | To develop the straight, barrel, forward and straddle roll. |  |  |
| Lesson 5 | To develop strength in inverted movements. |  |  |
| Lesson 6 | To be able to create a partner sequence to include apparatus. *[Build towards this throughout]* |  |  |