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 5 -** In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. 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 be able to perform symmetrical and asymmetrical balances. |  |  |
| Lesson 2 | To develop the ***straight, forward, straddle*** and ***backward roll***. |  |  |
| Lesson 3 | To be able to explore different methods of travelling, linking actions in both canon and synchronisation. |  |  |
| Lesson 4 | To be able to ***perform progressions of inverted movements***. |  |  |
| Lesson 5 | To explore matching and mirroring using actions both on the floor and on apparatus. |  |  |
| Lesson 6 | To be able to create a partner sequence using apparatus. *[Build towards this throughout]* |  |  |

Year 6 - In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. The words in bold are ones which we recommend that you ensure you are clear about by studying the lesson plan and support material (found in ‘Awesome Stuff’ Tab.

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| Lesson | Learning Objective | Emerging | Exceeding |
| Lesson 1 | To be able to develop the ***straddle, forward*** and ***backward roll.*** |  |  |
| Lesson 2 | To develop ***counter balance*** and ***counter tension***. |  |  |
| Lesson 3 | To be able to ***perform inverted movements*** with ***control.*** |  |  |
| Lesson 4 | To be able to perform the ***progressions of a headstand and a cartwheel***. |  |  |
| Lesson 5 | To be able to use ***flight from hands*** to travel over apparatus. |  |  |
| Lesson 6 | To be able to create a group sequence using ***formations*** and apparatus. *[Build towards this throughout]* |  |  |

* ***Words in bold – ensure you understand what these are, what is required, establish clarity through Lesson Plan, ‘Awesome Stuff’ Tab etc.***