

GYMNASTICS

AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP

		Y7	Y8	Y9	Y10	Y11
8-10 Top GCSE student	Able to develop their own original ideas and adapt appropriately to the changing demands performing with flair and consistent precision, control and fluency. Able to take weight on my hands, perhaps using apparatus as support. I have the spatial awareness to perform inverted balances. Able use imaginative ways to express and communicate my ideas and entertain an audience. Able to plan and lead a warm up for myself and others and include compositional ideas. Able to comment on own and others showing that they understand how skills, composition and fitness relate.					
7	Able to perform a variety of balances, rolls and rotations transferring weight between different body parts (e.g. feet to hands) showing flair, tension, extension and control. Perform a variety of balances, rolls and rotations on the floor and on the apparatus (beam, double ropes) showing tension, extension and control. Use rolls and rotations to bring about changes in direction and speed during sequences. Able to select actions which will both challenge and develop learning. Pupil can use imaginative ways to express and communicate ideas by linking balances together accurately with tension, extension and control. Choose compose a sequence of appropriate rolls/rotations showing changes in direction/pathway with precision and control. Plan and lead a warm up for others and include compositional ideas. Able to identify the strengths and weaknesses of own and others performance and use appropriate terminology.					✓
6	Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.				✓	
5	Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances.			✓		
4	Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and		✓			

	balances. Can see the difference between their performances and others and use this knowledge to improve.					
3	Able to perform a number of agilities rolls and balances with reasonable control and can use these to make up a simple sequence. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics.	✓				
2	Perform very basic jumps, balances, rolls and turns with some control and with help, put their skills into a routine. Pupils can start to identify strengths and weaknesses of their own and others performances. Pupils can perform a basic warm up when teacher led.					
1	Start to perform very basic balances, jumps and turns. Start to show some understanding of how to put a routine together. Can start to make small improvements when given feedback. Start to understand why it is important to warm up.					