



### Nursery Unit 1

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

### Reception Unit 1

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

### Nursery Unit 2

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

### Reception Unit 2

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

### Year 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

### Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.



- Year 3
- I can adapt sequences to suit different types of apparatus.
  - I can choose actions that flow well into one another.
  - I can choose and plan sequences of contrasting actions.
  - I can complete actions with increasing balance and control.
  - I can move in unison with a partner.
  - I can provide feedback using key words.
  - I use a greater number of my own ideas for movements in response to a task.
  - With help, I can recognise how performances could be improved.

- Year 4
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
  - I can identify some muscle groups used in gymnastic activities.
  - I can plan and perform sequences with a partner that include a change of level and shape.
  - I can provide feedback using appropriate language relating to the lesson.
  - I can safely perform balances individually and with a partner.
  - I can watch, describe and suggest possible improvements to others' performances and my own.
  - I understand how body tension can improve the control and quality of my movements.

- Year 5
- I can create and perform sequences using apparatus, individually and with a partner.
  - I can lead a partner through short warm-up routines.
  - I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
  - I can use feedback provided to improve my work.
  - I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
  - I can use strength and flexibility to improve the quality of a performance.
  - I can work safely when learning a new skill to keep myself and others safe.

- Year 6
- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
  - I can create and perform sequences using compositional devices to improve the quality.
  - I can lead a small group through a short warm-up routine.
  - I can use appropriate language to evaluate and refine my own and others' work.
  - I can work collaboratively with others to create a sequence.
  - I understand how to work safely when learning a new skill.
  - I understand what counter balance and counter tension is and can show examples with a partner.