

Year 8 PE – Gymnastics/ Trampolining

Gymnastics/ Trampolining	Knowledge, Skills, Understanding
Higher	<p>Pupils/I:</p> <p>Able to perform all basic skills and abilities with precision.</p> <p>Able to perform some advanced skills and abilities e.g. walkover, handstand forward roll, front somersault.</p> <p>Can create sequences/ routines that demonstrate an extensive range of gymnastic/ trampolining actions.</p> <p>Perform sequences/ routines with control, style and flow showing control of speed, levels and direction.</p> <p>Make statements regarding their own/other's performance which suggests basic methods to improve identified weaknesses.</p> <p>Can lead an activity specific warm up to a small group.</p>
Intermediate	<p>Pupils/I:</p> <p>Able to perform a range of basic skills with increasing control, style and body tension.</p> <p>Able to progress onto attempting some advanced skills</p> <p>Can create and perform sequences/ routines with reasonable precision, control and style.</p> <p>Demonstrate smooth transitions between actions when performing a sequence/ routine.</p> <p>Analyse selected skills and suggest ways to improve the quality of performance.</p> <p>Make statements regarding their own/other's performance which suggests basic reasons behind strengths/weaknesses (i.e. why good or bad).</p> <p>Can complete a personal warm-up which is activity-specific.</p>
Foundation	<p>Pupils/I:</p> <p>Able to perform a range of basic skills with limited style and body tension but more control.</p> <p>Able to develop longer and more varied movement sequences/ routines.</p> <p>Can attempt to demonstrate transitions between actions when performing a sequence/ routine.</p> <p>Can suggest ways to refine, improve and modify own and others performances.</p> <p>Make statements regarding their own/other's performance which highlight strengths and weaknesses.</p> <p>Able to demonstrate warm up activities.</p> <p>Can suggest activities which are appropriate to warm-up and cool down and lead their own warm-up, but may not be activity-specific.</p>

NB: 'can'= understanding, 'able to'=skills