

Year 9 PE – Gymnastics/ Trampolining

Gymnastics/ Trampolining	Knowledge, Skills, Understanding
Higher	<p>Pupils/I:</p> <p>Perform a combination of advanced skills showing consistent control and fluency.</p> <p>Can create sequences/ routines and select a range of skills and abilities that suit their level of performance.</p> <p>Able to perform more complex sequences demonstrating clarity and a consistently high level of performance.</p> <p>Performance shows control, style, flow and flair. Sequence/ routine shows imagination and originality with a number of advanced movements performed with success.</p> <p>Make sound judgements when identifying weaknesses in their own/ others performance and use their knowledge of the activity to develop an action plan for improvement.</p> <p>Can use their knowledge of the activity to plan activities to improve fitness and performance over an extended period of time.</p>
Intermediate	<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>
Foundation	<p>Pupils/I:</p> <p>Able to perform a range of basic skills with increasing control, fluency and body tension.</p> <p>Able to progress onto attempting more complex skills.</p> <p>Can create and perform sequences/ routines with precision, control and fluency.</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>

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