

# Gymnastics

## Whole School Progression

<p><b>Early Years outcomes</b></p>	<ul style="list-style-type: none"> <li>• The main Early Years Outcomes covered in the Gymnastics units are:</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)</li> <li>• Experiments with different ways of moving. (PD M&amp;H 40-60)</li> <li>• Jumps off an object and lands appropriately. (PD M&amp;H 40-60)</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&amp;H 40-60)</li> </ul>
<p><b>KS1 National Curriculum Aims</b></p>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> </ul>
<p><b>KS2 National Curriculum Aims</b></p>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

# Gymnastics

## Whole School Progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.
<b>Acquiring and Developing Skills in Gymnastics (General)</b>						

# Gymnastics

## Whole School Progression

<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances. Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
--	---	--	---	--	--	--

# Gymnastics

## Whole School Progression

				travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances.		
--	--	--	--	--	--	--

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	--------	--------	--------	--------	--------	--------

# Gymnastics

## Whole School Progression

Rolls						
Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to standing pike Pike backward roll
Jumps						
Straight jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table						
	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Handstands, Cartwheels and Round-offs						
Bunny hop	Bunny hop Front support	Bunny hop Front support wheelbarrow with	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step

# Gymnastics

## Whole School Progression

	wheelbarrow with partner	partner T-lever Scissor kick				Hurdle step into cartwheel Hurdle step into round-off
<b>Travelling &amp; Linking Actions</b>						
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galoping	Tiptoe, step, jump and hop Hopscotch Skipping Galoping  Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps  Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps  Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps  Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps  Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot
<b>Shapes and Balances</b>						
Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances  Balances on apparatus  Matching and contrasting partner balances  Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances  Balances on apparatus  Balances with and against a partner  Pike, tuck, star, straight, straddle shapes  Front and back support	1, 2, 3 and 4- point balances  Balances on apparatus  Part body weight partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support	1, 2, 3 and 4- point balances Balances on apparatus  Develop technique, control and complexity of part-weight partner balances  Group formations  Pike, tuck, star, straight, straddle shapes  Front and back support
<b>Compete/Perform</b>						
Control my body when performing a sequence of movements.  Participate in simple games.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.	Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.	Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.  Perform and apply a variety of skills and techniques



# Gymnastics

## Whole School Progression

			Compete against self and others in a controlled manner.			confidently, consistently and with precision.  Begin to record their peers' performances, and evaluate these.
--	--	--	---	--	--	---