

## PE Progression in Gymnastics

### Early Years

#### The main Early Years Outcomes covered in the Gymnastics units are:

- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- Jumps off an object and lands appropriately. (PD M&H 40-60)
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)

### Key Stage 1 National Curriculum Expectations

The main KS1 national curriculum aims covered in the Gymnastics units are:

- 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.

### Key Stage 2 National Curriculum Expectations

The main KS2 national curriculum aims covered in the Gymnastics units are:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Vocabulary Progression for Gymnastics

| Rec  | Y1  | Y2   | Y3   | Y4   |
|--|---|--|--|--|
| Forwards<br>Backwards<br>Roll<br>Body<br>Space | Sideways<br>Slow<br>Body parts<br>Shape<br>Jump<br>Travel<br>Stretch<br>Wide<br>High<br>Low<br>mirror | Smooth<br>still<br>slowly<br>tall<br>long<br>push<br>pull<br>step<br>spring<br>crawl<br>forwards<br>Narrow<br>Partner<br>Timed | stretch<br>high<br>low<br>roll<br>copy<br>jump<br>land<br>balance<br>fluent<br>movement<br>Rhythm<br>Point<br>hold | Skill technique<br>Sequence<br>Control<br>Extend<br>Straighten |

| Health and Fitness  |  |   |   |  |
|---|--|---|---|--|
| Rec   | Y1   | Y2  | Y3  | Y4   |
| <p><b>a</b> Describe how the body feels when still and when exercising.</p>   | <p><b>a</b> Describe how the body feels before, during and after exercising.</p> <p><b>b</b> Carry and place equipment safely.</p>   | <p><b>a</b> Recognise and describe how the body feels during and after different physical activities.</p> <p><b>b</b> Demonstrate how to safely carry and store equipment.</p> <p><b>c</b> Explain why they need to stay safe.</p>  | <p><b>a</b> Recognise and describe the effects of exercise on the body.</p> <p><b>b</b> Begin to identify risks around the environment/activity.</p> <p><b>c</b> Know the importance of strength and flexibility for physical activity.</p> <p><b>d</b> Explain why it is important to warm up and cool down.</p>   | <p><b>a</b> Describe how the body reacts at different times and how this affects performance.</p> <p><b>b</b> Explain why exercise is good for your health and long term mental well-being.</p> <p><b>c</b> Name some benefits of warming up and cooling down.</p>   |
| Acquiring and Developing Skills in Gymnastics (General)   |  |   |   |  |
| Rec   | Y1   | Y2  | Y3  | Y4   |
| <p><b>a</b> Create a short sequence of movements.</p> <p><b>b</b> Roll in different ways with control.</p> <p><b>c</b> Travel in different ways.</p> <p><b>d</b> Stretch in different ways.</p> <p><b>e</b> Jump in a range of ways from one space to another with control.</p> <p><b>f</b> Begin to balance with control.</p> <p><b>g</b> Move around, under, over, and through different objects and equipment.</p> | <p><b>a</b> Create and perform a movement sequence.</p> <p><b>b</b> Copy actions and movement sequences with a beginning, middle and end.</p> <p><b>c</b> Link two actions to make a sequence.</p> <p><b>d</b> Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p><b>e</b> Travel in different ways, changing direction and speed.</p> <p><b>f</b> Hold still shapes and simple balances. Carry out simple stretches.</p> <p><b>g</b> Carry out a range of</p> | <p><b>a</b> Copy, explore and remember actions and movements to create their own sequence.</p> <p><b>b</b> Link actions to make a sequence.</p> <p><b>c</b> Travel in a variety of ways, including rolling.</p> <p><b>d</b> Hold a still shape whilst balancing on different points of the body.</p> <p><b>e</b> Jump in a variety of ways and land with increasing control and balance.</p> <p><b>f</b> Climb onto and jump off the equipment safely.</p> <p><b>g</b> Move with increasing control and care.</p> | <p><b>a</b> Choose ideas to compose a movement sequence independently and with others.</p> <p><b>b</b> Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p><b>c</b> Develop the quality of their actions, shapes and balances.</p> <p><b>d</b> Move with coordination, control and care.</p> <p><b>e</b> Use turns whilst travelling in a variety of ways.</p> <p><b>f</b> Use a range of jumps in their sequences.</p> <p><b>g</b> Begin to use equipment to</p> | <p><b>a</b> Create a sequence of actions that fit a theme.</p> <p><b>b</b> Use an increasing range of actions, directions and levels in their sequences.</p> <p><b>c</b> Move with clarity, fluency and expression.</p> <p><b>d</b> Show changes of direction, speed and level during a performance.</p> <p><b>e</b> Travel in different ways, including using flight.</p> <p><b>f</b> Improve the placement and alignment of body parts in balances.</p> <p><b>g</b> Use equipment to vault in a variety of ways.</p> <p><b>h</b> Carry out balances, recognising the position of</p> |

|  |  |  |  |   |
|--|--|--|--|---|
|  | <p>simple jumps, landing safely.</p> <p><b>h</b> Move around, under, over, and through different objects and equipment.</p> <p><b>i</b> Begin to move with control and care.</p> |  | <p>vault.</p> <p><b>h</b> Create interesting body shapes while holding balances with control and confidence.</p> <p><b>i</b> Begin to show flexibility in movements.</p> | <p>their centre of gravity and how this affects the balance.</p> <p><b>i</b> Begin to develop good technique when travelling, balancing and using equipment.</p> <p><b>j</b> Develop strength, technique and flexibility throughout performances.</p> |
|--|--|--|--|---|

The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances.

This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

| Rolls  |   |  |  |   |
|--|---|--|--|---|
| Rec  | Y1  | Y2   | Y3   | Y4  |
| Curled side roll (egg roll)<br>Log roll (pencil roll)<br><br>Teddy bear roll | Log roll (controlled)<br>Curled side roll (egg roll) (controlled)<br>Teddy bear roll (controlled) | Log roll (controlled)<br>Curled side roll (egg roll) (controlled)<br>Teddy bear roll (controlled)<br><br>Rocking for forward roll<br>Crouched forward roll | Crouched forward roll<br><br>Forward roll from standing<br>Tucked backward roll  | Forward roll from standing<br>Straddle forward roll<br>Tucked backward roll<br>Backward roll to straddle  |
| Jumps  |   |  |  |   |
| Rec  | Y1  | Y2   | Y3   | Y4  |
| Straight jump<br>Tuck jump<br>Jumping<br>Jack Half turn jump                 | Straight jump<br>Tuck jump<br>Jumping jack<br>Half turn jump<br>Cat spring                        | Straight jump<br>Tuck jump<br>Tuck jump<br>Jumping jack<br>Half turn jump<br>Cat spring<br>Cat spring to straddle  | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Straight jump half-turn<br>Cat leap | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Straight jump half-turn<br>Straight jump full-turn<br>Cat leap<br>Cat leap half-turn |

| Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table |   |   |   |  |
|---|---|---|---|--|
| Rec   | Y1  | Y2  | Y3  | Y4   |
|   | Straight jump off springboard (or alternative)      | Hurdle step onto springboard<br>Straight jump off springboard Tuck jump off springboard | Hurdle step onto springboard Squat on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off | Hurdle step onto springboard Squat on vault<br>Straddle on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off |
| Handstands, Cartwheels and Round-offs   |   |   |   |  |
| Rec   | Y1  | Y2  | Y3  | Y4   |
| Bunny hop   | Bunny hop<br>Front support wheelbarrow with partner | Bunny hop<br>Front support wheelbarrow with partner T-lever<br>Scissor kick             | Handstand<br>Lunge into handstand<br>Cartwheel  | Lunge into handstand<br>Lunge into cartwheel   |

| Travelling & Linking Actions |   |   |   |  |
|------------------------------|---|---|---|--|
| Rec                          | Y1  | Y2  | Y3  | Y4   |
| Tiptoe, step, jump and hop   | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Gallop                         | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Gallop<br>Straight jump half-turn  | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Chassis<br>steps<br>Straight jump half turn<br>Cat leap  | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Chassis<br>steps<br>Straight jump half turn<br>Straight jump full turn<br>Cat leap<br>Cat leap half turn<br>Pivot |
| Shapes and balances          |   |   |   |  |
| Rec                          | Y1  | Y2  | Y3  | Y4   |
| Standing balances            | Standing balances<br>Kneeling balances<br>Pike, tuck, star, straight, straddle shapes | Standing balances<br>Kneeling balances<br>Large body part balances<br>Balances on apparatus<br>Balances with a partner<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support | Large and small body part balances, including standing and kneeling balances<br>Balances on apparatus<br>Matching and contrasting partner balances<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support | 1, 2, 3 and 4- point balances<br>Balances on apparatus<br>Balances with and against a partner<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support   |

| Compete/Perform   |   |  |   |   |
|---|---|--|---|---|
| Rec   | Y1  | Y2   | Y3  | Y4  |
| <p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p> | <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> | <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>   | <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>  | <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>  |
| Evaluate  |   |  |   |   |
| Rec   | Y1  | Y2   | Y3  | Y4  |
| <p><b>a</b> Talk about what they have done.</p> <p><b>b</b> Talk about what others have done.</p>   | <p><b>a</b> Watch and describe performances.</p> <p><b>b</b> Begin to say how they could improve.</p>                                   | <p><b>a</b> Watch and describe performances, and use what they see to improve their own performance.</p> <p><b>b</b> Talk about the differences between their work and that of others.</p> | <p><b>a</b> Watch, describe and evaluate the effectiveness of a performance.</p> <p><b>b</b> Describe how their performance has improved over time.</p> <p><b>c</b> Begin to use technology to record a partner/group and give feedback whilst watching back footage.</p> | <p><b>a</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p><b>b</b> Modify their use of skills or techniques to achieve a better result.</p> <p><b>c</b> To begin using specialist apps and slow motion function to capture performances and give specific feedback to performers.</p> |