

GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 1	Moves imaginatively, safely and confidently in space	Moves safely in space avoiding collisions within a confined area	Demonstrates the five basic gymnastics shapes on apparatus showing accuracy and control	Demonstrates jumping and landing skills in a variety of activities using locomotor activities, such as running, jumping and landing	Demonstrates an understanding of matching, mirroring and canon	Demonstrates a variety of rolling techniques using different methods of travel
PROGRESSION 2	Demonstrates different ways of travelling, i.e. on feet and hands and feet	Demonstrates a variety of movement patterns when travelling using speed, change of direction and pathways	Demonstrates and performs the tuck, straddle, side and half roll competently, recognising stable body shapes and fluid momentum	Demonstrates all variations of the 5 basic shapes and the postural shapes of box and front support	Demonstrates matching mirroring and cannoning with a partner	Demonstrates and performs the tuck, straddle, half and side roll competently, recognising stable body shapes and the principles of fluid momentum
PROGRESSION 3	Uses the 5 Basic Gymnastic Shapes Straight, Star, Tuck, Pike, and Straddle,	Demonstrates basic movement patterns showing a degree of coordination	Demonstrates the three postural shapes: box shape, front support and back support	Demonstrates paired balances with a partner and understands the roles of the base and top	Demonstrates a sequence using the concepts of matching, mirroring and cannoning focusing on entrances and exits	Understands and demonstrates simple ways to invert the body-any shape in which the hips are raised above the head
PROGRESSION 4	Uses the 5 Basic Gymnastic Jumps 1:1, 1:2, 2:2, 2:1 1 to the other	Uses small body parts to explore jumping	Demonstrates and verbalises a static balance	Performs a tuck, half, side and straddle roll demonstrating the correct basic shapes for the rolls	Understands the importance of good posture and a strong core	Explores inversion skills and demonstrates examples of travelling inversions i.e. bunny hop and cartwheel



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 5	Understands and uses different levels-high, middle, low	Demonstrates jumping and landing safely	Demonstrates various skipping techniques	Demonstrates a short sequence with a skipping rope that includes a combination of steps	Demonstrates the versatility of the basic gymnastic shapes through symmetry	Understands the differences between static balances and travelling skills and demonstrates each
PROGRESSION 6	Develops rolling techniques Half Roll,	Shows awareness of space moving imaginatively with control and coordination	Demonstrates the implementation of basic gymnastics shapes into travelling movement patterns	Understands how gymnastics improves flexibility and the importance of flexibility	Demonstrates symmetrical and asymmetrical balances on large and small body parts	Demonstrates the bridge inversion
PROGRESSION 7	Straight Roll	Demonstrate the five basic gymnastics shapes: straight, tuck star, straddle and pike	Shows a basic understanding of safety principles in gymnastics		Applies the basic gymnastic shapes and balances from the floor onto apparatus	Demonstrates paired balances with a partner, clearly explaining the different roles of the base and the top
PROGRESSION 8	Tuck Roll	Demonstrates rolling techniques for the half roll, forward roll and side roll	Works independently, with a partner and in a small group		Applies the basic gymnastic shapes and balances from the floor onto apparatus - with a group	Understands that gymnastic activities can strengthen muscles and joints



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 9	Forward Roll	Demonstrates traveling over, under, around, and through equipment showing good transitions	Develops and establishes basic movement patterns using the 5 basic jumps		Demonstrates symmetrical and asymmetrical shapes on apparatus	Understands the basic skills of counterbalance and counter tension.
PROGRESSION 10	Balances on large and small body parts: Points and Patches	Demonstrates knowledge of the basic shapes whilst travelling in a variety of ways	Develops the gymnastic skill of jumping		Composes a short sequences using symmetric and asymmetrical shapes and transitional moves	Demonstrate a range of counterbalances by connecting with a partner at different body parts to change the appearance of the balance
PROGRESSION 11	Links balances together	Creates a basic sequence with three travelling actions showing change of direction, speed and level	Demonstrates jumping and landing safely using the 'spot landing'			Demonstrate a range of counter tensions by altering the level and direction of the body to change the appearance of the balance
PROGRESSION 12	Recognises that actions and movement patterns can be performed at a different level i.e., high, middle, low and speed	Develops an understanding of the changes that take place to the body during physical activity	Demonstrate various flight movement patterns associated with travel, jump, hop, hurdle and leap			Demonstrates and explains the difference between mirroring, matching and canon techniques



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 13	Travels over, under and around equipment and apparatus	Recognises their own skills and aspects that need improving	Demonstrates the importance of a safe dismount when jumping from low apparatus			With a partner demonstrates a selection of gymnastics specific skills including actions of rolling, inverting, matching, mirroring or canon
PROGRESSION 14	Adapts floorwork onto apparatus	Understands that the heart beats faster during exercise				
PROGRESSION 15	Handles small equipment and large apparatus safely					
PROGRESSION 16	Understands the role of muscles in maintaining body shape					
PROGRESSION 17	Carries and places equipment safely					



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
EVALUATING & IMPROVING	Watches others and learns from them. Recognises others skills.	Understands that physical activity is good for the body and the mind Recognises their own skills and aspects that need improving.	Recognises aspects of performance that need improving and work towards improving them. Shows a basic understanding of safety principles in gymnastics	Refines movements in response to others comments and self-analysis.	Knows how to assess others skills and plan accordingly.	Can negotiate and share ideas with others to devise a sequence of actions to improve performance.
KNOWLEDGE AND UNDERSTANDING OF HEALTH AND FITNESS	Recognises the changes that happen to their bodies when they are active. Understands the role of muscles in maintaining body shape. Recognises the changes that happen to their bodies when they are active.	Develops an understanding of the changes that take place to the body during physical activity. Explains and understands that the heart beats faster during exercise. Explains and applies basic safety principles in gymnastics.	Understands the safety requirements of using mats to perform rolling skills, the body awareness required to maintain shape in a variety of rolls and the benefits associated with undertaking the rolling skills safely in a controlled manner. Understands that gymnastic activities strengthen, the heart, muscles and bone	Understands that postural shapes help to develop core stability.	Understands that a calm, quiet environment helps attain balance skills. Understands that the muscles in the middle body are tight and strong to secure undertaking the balance skills safely. Understands that gymnastic activities help develop strength and suppleness	Understands why it is important to include a cool-down at the end of a physically active lesson and demonstrates suitable cool down activities.



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
SOCIAL & EMOTIONAL	I can work independently and with a partner. Works independently and with a partner	I can work within a small group, offer advice & listen to others' views.	I am confident in making suggestions to others.	I am happy to ask for help if needed & I am confident helping others.	I can accept critical feedback & act on it remaining calm at all times.	I can suggest ways to improve performances and can give feedback sensitively. I am willing to listen to others' views.
NATIONAL CURRICULUM	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. 					



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
UNCRC	<p>"Every Child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this."</p> <p>Article 3 - Encourage all children to enact their rights by being involved in physical activities. (especially if they are obese/unfit) Article 6 - Develop children to their full potential - pathways to other things outside of school. Article 12 - Actively encourage children to express themselves in PE lessons. Article 13 - Allow time at the end of the session for children to express their views. Article 15 - Girls and boys can play together. Article 23 - Children with disabilities are included in PE lessons. Article 24 - Educate children and their families. Article 28 - Promote healthy lifestyles and Educate children about health education in a fun way. Article 29 - Provide a high level of learning of all children. Children get the opportunity to lead. Article 31 - Children playing games during PE.</p>					



GYMNASTICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
SCHOOL GAMES VALUES	<p>Determination Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!</p> <p>Teamwork Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p> <p>Self-Belief You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.</p> <p>Honesty Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p> <p>Passion Giving it 100 percent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.</p> <p>Respect Show respect for the referee, for the opposition, for your teammates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone</p>					

