


## GYMNASTICS PROGRESSION GRID

 <p><b>Early Years Outcome</b></p> <p>The main Early Years Outcomes covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> <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> <p>The main KS1 national curriculum aims covered in the Gymnastics units are:</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> <p>The main KS2 national curriculum aims covered in the Gymnastics units are:</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>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before 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>						
Create a short sequence of movements.  Roll in different ways with control.  Travel in different ways.  Stretch in different ways.  Jump in a range of ways from one space to another with control.  Begin to balance with control.  Move around, under, over, and through different objects and equipment.	Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide).  Travel in different ways, changing direction and speed.  Hold still shapes and simple balances.  Carry out simple stretches.  Carry out a range of simple jumps, landing safely.  Move around, under, over and through different objects and equipment.	Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions and increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.	Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Perform jumps, shapes and balances fluently and with control. 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.  Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.  Develop strength, technique and flexibility throughout performances.  Combine equipment with movement to create sequences.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances

	Begin to move with control and care.		Begin to show flexibility in movements.	Begin to develop good technique when travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances		
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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						
Curled side roll (egg roll)	Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
Log roll (pencil roll)	Curled side roll (egg roll) (controlled)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll
Teddy bear roll	Teddy bear roll (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forwards roll
		Rocking forward roll		Backward roll to straddle	Tucked backward roll	Dive forwards roll
		Crouched forward roll			Backward roll to straddle	Tucked backward roll
						Backward roll to straddle
						Backward roll to standing pike
						Pike backward roll

Jumps						
Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump
Jumping Jack	Jumping Jack	Jumping Jack	Jumping Jack	Jumping Jack	Jumping Jack	Jumping Jack
Half turn	Half turn	Half turn	Star jump	Star jump	Star Jump	Star jump
	Cat spring	Cat spring	Straddle jump	Straddle jump	Straddle Jump	Straddle jump
		Cat spring to straddle	Pike jump	Pike jump	Pike jump	Pike jump
			Straight jump	Straight half turn	Stag jump	Stag jump
			Cat leap	Straight full turn	Straight half turn	Straight half turn
				Cat leap	Straight full turn	Straight full turn
				Cat leap half turn	Cat leap half turn	Cat leap
					Split leap	Cat leap half turn
						Cat leap full turn
						Split leap
						Stag leap

Vault						
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	Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard
		Straight jump off springboard	Squat on vault	Squat on vault	Squat on vault	Squat on vault
		Tuck jump off springboard	Star jump off	Straddle on vault	Straddle on vault	Straddle on vault
			Tuck jump off	Star jump off	Star jump off	Star jump off
			Straddle jump off	Tuck jump off	Tuck jump off	Tuck jump off
			Pike jump off	Straddle jump off	Straddle jump off	Straddle jump off
				Pike jump off	Pike jump off	Pike jump off
					Squat through vault	Squat through vault
						Straddle over vault
<b>Handstands, cartwheels and round-offs</b>						
Bunny hop	Bunny hop	Bunny hop	Handstand	Lunge into handstand	Lunge into handstand	Lunge into cartwheel
	Front support wheelbarrow with partner	Front support wheelbarrow with partner	Lunge into handstand	Lunge into cartwheel	Lunge into cartwheel	Lunge into round-off
		T-lever	Cartwheel	Lunge into round-off	Lunge into round-off	Hurdle step
		Scissor kick				Hurdle step into cartwheel
						Hurdle step into round-off
<b>Travelling and Linking actions</b>						
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop
	Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch
	Skipping	Skipping	Skipping	Skipping	Skipping	Skipping
	Galloping	Galloping	Chassis steps	Chassis steps	Chassis steps	Chassis steps
		Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn
			Cat leap	Straight jump full-turn	Straight jump full-turn	Straight jump full-turn
				Cat leap	Cat leap	Cat leap
				Cat leap half-turn	Cat leap half-turn	Cat leap half-turn
				Pivot	Pivot	Cat leap full-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  Standing balances  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  Full body weight partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support
<b>Complete/Perform</b>						
Control their 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 their actions in performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	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 abilities, performed in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Begin to record their peers' performances, and evaluate these.
<b>Evaluate</b>						
Talk about what they have done.  Talk about what others have done.	Watch and describe performances.  Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances.  Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.