



Progression of PHYSICAL EDUCATION - GYMNASTICS

	KNOWLEDGE	PERFORMANCE OF SKILLS
Year R	Unit: GYMNASTICS	<p>All children (WTS)</p> <ul style="list-style-type: none"> - Make body tense, relaxed, curled and stretched. - Balance on small/large body parts & understand stillness. - Make large and small body shapes. <p>Most children (EXS)</p> <ul style="list-style-type: none"> - Climb & hang from apparatus safely. - Perform basic travelling actions on various body parts. <p>Some children (GDS)</p> <ul style="list-style-type: none"> - Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'
	Prior knowledge	
	<p>Know what tense, relaxed, curled and stretched means. Know how to balance with stillness.</p>	
Year 1	Unit: GYMNASTICS	<p>All children (WTS)</p> <ul style="list-style-type: none"> - Make body tense, relaxed, curled and stretched, showing some tension. - Begin to work on alone/with someone to make a sequence of shapes/travels. - Climb safely, showing some shapes and balances when climbing. <p>Most children (EXS)</p> <ul style="list-style-type: none"> - Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls' <p>Some children (GDS)</p> <ul style="list-style-type: none"> - Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) - Be still on single/two + points of contact on floor/apparatus showing tension & control
	Prior knowledge	
	<p>Know how to show tension in their body. Know how to make shapes when travelling. Know how to be safe climbing and balancing with their body in shapes.</p>	
Year 2	Unit: GYMNASTICS	<p>All children (WTS)</p> <ul style="list-style-type: none"> - Make body tense, relaxed, curled and stretched, in a range of movements. - Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) - Be still on single/two + points of contact on floor/apparatus showing tension & control - Jump/land with control using different body shapes in flight. <p>Most children (EXS)</p>
	Prior knowledge	
	<p>Know how to show tension, and make shapes with their body whilst travelling. Know how to be safe climbing and balancing.</p> <p>Know how to put different actions into a sequence. Know how to use different points of contact showing control when balancing. Know how to jump and land with control using different body shapes.</p>	



		<ul style="list-style-type: none"> - Link known shape/travel/roll/jump to a balance using floor & on apparatus <p>Some children (GDS)</p>
Year 3	Unit: GYMNASTICS	<p>All children (WTS)</p> <ul style="list-style-type: none"> - Use a greater number of own ideas for movement in response to a task. - Jump/land with control using different body shapes in flight. - Travel while using various hand apparatus,(ribbon/hoop/ rope/ball). <p>Most children (EXS)</p> <ul style="list-style-type: none"> - Know principles of balance, agility, coordination and apply them on floor & apparatus. <p>Some children (GDS)</p> <ul style="list-style-type: none"> - Share ideas and give positive criticism /advice to self & others.
	Prior knowledge	
	<p>Know how to create a sequence, know different points of contact to use to balance, know how to jump/land with control using body shapes.</p>	
	<p>Know different movements they can use across topics. Know how to use different body shapes in flight. Know how to use different equipment whilst performing.</p>	
Year 4	Unit: GYMNASTICS	<p>All children (WTS)</p> <ul style="list-style-type: none"> - Share ideas and give positive criticism /advice to self & others. - Perform at least 3 different rolls (sideways, forwards, backwards, teddy bear) with some control. - Link a roll with travel and balance using floor and apparatus with good body control. <p>Most children (EXS)</p> <ul style="list-style-type: none"> - Show a kinaesthetic awareness to improve placement and alignment of body parts. <p>Some children (GDS)</p> <ul style="list-style-type: none"> - Combine own work with that of others, identifying strengths & weaknesses.
	Prior knowledge	
	<p>Know different movements, know different shapes to use when in flight, know how to effectively and safely use equipment.</p>	
	<p>Know how to support others and their self with constructive criticism of performance. Know three different types of rolls they could use. Know how to link different movements using the floor and apparatus.</p>	
Year 5	Unit: GYMNASTICS	<p>All children (WTS)</p> <ul style="list-style-type: none"> - Combine own work with that of others, identifying strengths & weaknesses. - Include change of speed, direction and shape in movements. - Follow a set of 'rules' to produce a sequence, possibly made by peers - Create mirror /matching/cannon(pair) sequence varying dynamics/levels/direction etc. <p>Most children (EXS)</p> <ul style="list-style-type: none"> - Demonstrate good kinaesthetic awareness – placement and alignment. <p>Some children (GDS)</p> <ul style="list-style-type: none"> - Select a suitable routine to perform to different audiences, bearing in mind who the audience is.
	Prior knowledge	
	<p>Know how to criticise constructively. Know at least three different types of rolls. Know how to link movement to and from floor and apparatus.</p>	
	<p>Know how to work within a team building sequences with own/shared ideas. Know how to show change of speed/shape/direction in movements. Know how create a sequence with specific guidelines.</p>	



<p>Year 6</p>	<p>Unit: GYMNASTICS</p>	<p>All children (WTS)</p> <ul style="list-style-type: none"> - Select a suitable routine to perform to different audiences, bearing in mind who the audience is. - Transfer sequence above onto suitably arranged apparatus & floor. - Perform 6-8 part floor sequence as individual, pair & small group to a piece of music. <p>Most children (EXS)</p> <ul style="list-style-type: none"> - Demonstrate 3 paired balances in sequence using various skills/actions. Practice and refine. <p>Some children (GDS)</p> <ul style="list-style-type: none"> - Range of movements could include – Travel, balances, swinging, springing, flight, vaults, rotations, inversions, bending/ stretching/twisting, gestures, linking skills...
	<p>Prior knowledge</p> <p>Know how to work as team sharing and listening to ideas, know how to show changes in speed, direction and shape. Know how to create sequences within guidelines.</p>	
	<p>Know what movements are suitable to perform in front of an audience. Know how to transfer a sequence from the floor to apparatus. Know how to perform 6-8 movements within a sequence as an individual, pair, small group.</p>	