



## National Curriculum: Progression in P.E. (Gymnastics)

Gymnastics						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Pupils should be taught to:</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 co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances, using simple movement patterns</li> </ul>		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			
<b>Gymnastics Sequencing</b>	<p><i>Perform gymnastic sequences which include a balance, a travelling action, a jump and a roll</i></p>	<p><i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i></p> <p><i>Teach sequence to a partner and perform together</i></p>	<p><i>Perform a gymnastic sequence with clear changes of speed, balance and 3 x travelling actions</i></p> <p><i>Work with a partner to create a sequence.</i></p>	<p><i>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</i></p> <p><i>From starting shape move together with a partner by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</i></p>	<p><i>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</i></p>	<p><i>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</i></p>

<p><b>Gymnastics Balance</b></p>	<p><i>Stand and sit "like a gymnast"</i></p> <p><i>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</i></p> <p><i>Balance in these shapes on large body parts: back, front, side, bottom</i></p> <p><i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i></p>	<p><i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i></p> <p><i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i></p> <p><i>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</i></p>	<p><i>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</i></p> <p><i>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot</i></p> <p><i>Balance on floor and apparatus exploring which body parts are the safest to use</i></p> <p><i>Explore balancing with a partner: facing, beside, behind and on different levels</i></p> <p><i>Move in and out of balance fluently</i></p>	<p><i>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</i></p> <p><i>Explore balancing with a partner: facing, beside, behind and on different levels</i></p> <p><i>Move in and out of balance fluently</i></p>	<p><i>Perform balances with control, showing good body tension</i></p> <p><i>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</i></p> <p><i>Perform a range of acrobatic balances with a partner on the floor and on different levels on Apparatus</i></p> <p><i>Consider how to move in and out of these balances with fluency and control</i></p> <p><i>Begin to take more weight on hands when progressing bunny hop into hand stand</i></p>	<p><i>Explore symmetrical and asymmetrical balances on own and with a partner</i></p> <p><i>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</i></p> <p><i>Perform group balances at the beginning, middle or end of a sequence.</i></p> <p><i>Consider how to move in and out of these balances with fluency and control</i></p> <p><i>Begin to take more weight on hands when progressing bunny hop into hand stand</i></p>
<p><b>Gymnastics Travel</b></p>	<p><i>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</i></p> <p><i>Monkey walk (bent legs and extended arms)</i></p> <p><i>Bunny hop (transfer weight to hands)</i></p>	<p><i>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</i></p>	<p><i>Use a variety of rolling actions to travel on the floor and along apparatus</i></p> <p><i>Travel with a partner; move away from and together on the floor and on apparatus</i></p>	<p><i>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</i></p> <p><i>Travel in different pathways on the floor and using</i></p>	<p><i>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</i></p>	<p><i>Increase the variety of pathways, levels and speeds at which you travel</i></p>

		<i>Bunny hop (transfer weight to hands)</i>		<i>apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</i>	<i>Travel in time with a partner, move away from and back to a partner</i>	
<b>Gymnastics Jump</b>		<i>Explore shape in the air when jumping and landing with control (e.g. star shape)</i>	<i>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</i>  <i>Add a quarter or half turn into a jump before landing</i>	<i>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</i>	<i>Make symmetrical and asymmetrical shapes in the air</i>	<i>Jump along, over and off apparatus of varying height with control in the air and on landing</i>
<b>Gymnastic Roll</b>	<i>Continue to develop control in different rolls</i>  <i>Pencil roll – from back to front keeping body and limbs in straight shape</i>  <i>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side.</i>  <i>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</i>  <i>Repeat to build up core strength</i>	<i>Continue to develop control in different rolls</i>  <i>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</i>  <i>Repeat to build up core strength</i>	<i>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a Partner.</i>  <i>Combine the phases of earlier rolling actions to perform the full forward roll</i>  <i>Begin the backward roll</i>	<i>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</i>  <i>Combine the phases of earlier rolling actions to perform the full forward roll</i>  <i>Execute the backward roll</i>	<i>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</i>  <i>Explore symmetry and asymmetry throughout the rolling actions</i>	<i>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</i>  <i>Explore symmetry and asymmetry throughout the rolling actions</i>