

Progression in Gymnastics

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In Foundation and Early Years, pupils will be expected to move with some control and co-ordination and begin to associate basic gymnastic actions with words, signs and symbols. As they move into KS2, pupils will be selecting and linking like actions and able to remember, practice and repeat these actions. They can create and perform a sequence of 5 elements, adapting their sequence to suit different types of apparatus. By the time they reach Yr6 they should be able to create and perform a sequence that includes 8 to 10 elements, including changes of direction, level and speed. *Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe practice in PE.*

Scheme of work reference	Skill	Knowledge	Vocabulary
Foundation stage	Travel around under, over and through balancing and climbing equipment.	Begin to associate basic gymnastic actions with words, signs and symbols. <i>Understand how to use space properly and develop control of their body.</i>	Small, tall, wide, narrow, lift, carry, crawl, slide, feet, hands, toes, fingers, head, elbows, tummy, shoulders, bottom. Control, stoppable, flinging (arms).
Year 1 Unit 1. Travelling <i>Unit 2. Taking weight on different body parts</i> Unit 3. Transferring weight	2 elements. Two ways of travelling link them together to make a movement phrase. Start and finish shapes. <i>E.g. walk on all fours, bunny hops.</i>	Understand how to use space and apparatus safely. Choose and link like actions Remember and repeat. Show control and co-ordination when travelling and when still. <i>Understand how to exercise muscles and joints safely.</i> <i>Learning to lift and carry apparatus in a safe manner.</i> <i>Warm-up safely and effectively and understand how warming-up is part of being healthy.</i> <i>Learn how to monitor, describe and compare simple changes that happen to their breathing and heart when they are active and when they are sitting still.</i>	Rolling, travelling, balancing, climbing, tense, relaxed, curled, jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, direction, tension, extension, slow, stop, still, mat, bench. Describe what they do in their movement phrases including start and finish positions. Posture, spine, muscles squeezing and relaxing, joints.

<p>Year 2 Unit 1. Balance Unit 2. Parts high & low Unit 3. Jumping & landing Unit 4. Spinning & turning</p>	<p>Up to 4 elements. A clear starting position and that moves smoothly between shapes and actions. <i>e.g. balance, roll, jump, body shape.</i></p>	<p>Perform with control, co-ordination and variety. Use wide range of gymnastic agilities and actions confidently on floor and apparatus.</p> <p>Show contrasts in shape, combining stretched and tucked shapes and dish and arch shapes.</p> <p>Show good posture when performing in gymnastics. Explain how taking in too much or too little food and drink can affect a person's health.</p>	<p>Control, hang, swing, sequence, copy, upside down, take off, smooth, turn, backwards, sideways, twist, high, medium, low, zigzag, angular, circular, under, over, through, towards, in front, behind.</p> <p>Posture, muscles, body tension, body shapes, stretch, arch, dish, tuck.</p>
<p>Year 3 Unit 1. Travelling with a change of direction Unit 2. Stretching & curling</p>	<p>5 elements. Contrasting actions and shapes. Show extension when balancing and flow when transferring your weight. <i>e.g. three jumps and two balances.</i></p>	<p>Show contrast in shape and change of direction. Adapt sequences to suit different types of apparatus and a partner's ability. Recognise how strength and suppleness affect quality of performance.</p> <p>Perform sequences showing a range of body shapes, maintaining good posture throughout. Recognise the risks of high impact activities. Lift, lower and carry safely and effectively and understand how this is linked to health.</p>	<p>Inverted, contrasting, extension, flow, combinations, half turn, sustained, explosive, stretched.</p> <p>Suggest ways a performance can be improved including smooth, fluent transitions and controlled movements.</p> <p>Strengthening muscles, increasing flexibility, postural muscles, joint mobility.</p> <p>High impact, force, absorbing impact.</p>
<p>Year 4 Unit 1. Balance Unit 2. Receiving body weight</p>	<p>6 elements. Teach your sequence to a partner, and then perform it so that both of you start and finish at the same time. <i>e.g. four twisted shapes and two ways of travelling.</i></p>	<p>Plan, perform and repeat longer sequences that include changes of speed, level, clear shapes and quality of movement. Demonstrate exercises that strengthen major muscle groups.</p> <p>Understand the short- and long-term risks associated with lifting, carrying and lowering with poor technique.</p>	<p>rotation, 90°, 180°, 270°; spinning, axis, strength, suppleness, stamina, combine, approaching, leaving, height, inversion, against, towards, away, across, similar and contrasting.</p> <p>Say which joints are affected by specific stretches. Alignment of joints</p>

<p>Year 5 Unit 1. Flight Unit 2. Bridges</p>	<p>Partner or small group. 8 elements. Include changes of direction and level, and incorporate mirroring or matching shapes or balances. <i>e.g. a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions.</i></p>	<p>Adapt performance to the demands of a task, using their knowledge of composition. Judge the strengths and weaknesses of performances and choose a focus for improvement.</p> <p><i>Develop and maintain control in their own movements and evaluate others' technique.</i> <i>Recall and show safe technique when carrying and placing equipment.</i></p>	<p>Asymmetry, symmetry, display, matching, flight, feet apart, feet together, crouch, inclined.</p> <p>Control of body including ligaments, tendons and joint alignment.</p>
<p>Year 6 Unit 1. Counter balance/tension Unit 2. Matching & mirroring</p>	<p>8 to 10 elements – twisting turning, flight, changes of direction and speed, and contrasting shapes and balances. <i>E.g. start on the floor, move onto apparatus, finish on the floor.</i></p>	<p>Show an awareness of factors influencing the quality of performance and suggest aspects that need improving. Arrange own apparatus safely to suit the needs of the task. Use own criteria to judge performances.</p> <p><i>Develop and maintain correct joint alignment in their own and others' performances/technique.</i></p>	<p>Match, mirror, obstacle, straddle over, aesthetic, judgement, level, <i>e.g. High, low, medium</i>, counter balance, counter tension Explain using appropriate language how activity improves health, fitness and well-being.</p> <p>Risks of hyperextending/hyper flexing, ligaments, tendons, joints, technique.</p>
<p>Cross curricular links:</p> <p>Blue = Maths Red = Science PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: Back care Safe warming up and cooling down Safe exercise practice Health links.</p>			