



**Key Stage 1: Progression of Knowledge and Skills through Gymnastics**

	Year 1	Year 2
<p><b>Aim of Gymnastics</b> In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	<p>Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, e.g. <i>two jumps or two rolls</i>.</p> <p>In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	<p>Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. <i>a roll, jump and a shape</i>. They then transfer what they learn on the floor to apparatus.</p> <p>In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>
<p><b>Performance of Skills – Progression</b></p>	<p>Perform fundamental movement skills at a developing level in: Travelling skills <small>4000</small>. Perform body actions with some control and coordination</p>	<p>Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills Perform body actions with some control and coordination</p>
<p><b>Developing Physical Skills</b></p>	<ul style="list-style-type: none"> <li><small>4000</small> Shape – wide, thin</li> <li><small>4000</small> Travelling – feet-jog, skip, gallop, hop, walk, forwards, backwards</li> <li><small>4000</small> Travelling – hand and feet – Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey etc</li> <li><small>4000</small> Balancing – front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder</li> <li><small>4000</small> Jumping and landing – 2-2 for height</li> <li><small>4000</small> Rolling – rocking on back, pencil, egg rolls <small>4000</small></li> </ul> <p>Apparatus</p>	<ul style="list-style-type: none"> <li>Shape – wide, thin, dish, arch, tuck</li> <li>Travelling – feet-jog, skip, gallop, hop, walk, forwards, backwards</li> <li>Travelling – hand and feet – Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey etc</li> <li><small>4000</small> Balancing – front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder</li> <li><small>4000</small> Jumping and landing</li> <li><small>4000</small> Rolling – rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll</li> </ul> <p><small>4000</small> Apparatus</p>
<p><b>Application of Skills</b></p>	<p>The 'Making Shapes' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling, or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus.</p>	<p>The 'Families of Actions' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of four actions by linking a roll, a balance, a jump and travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They link the four actions together smoothly, choosing one action from each of the families of actions.</p> <p>The balance focus is large body parts – side, back, tummy, hips and shoulders.</p>



**Key Stage 2: Progression of Knowledge and Skills through Gymnastics**

	Year 3	Year 4	Year 5	Year 6
<p><b>Aim of Gymnastics</b> In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	<p>Children will focus on improving the quality of their movement e.g. by stretching fingers and pointing toes to help them produce extension. They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly.</p>	<p>Children will learn to develop their skills with control and precision and combine these skills to create a sequence for competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.</p>	<p>Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.</p>	<p>Children will develop a wider range of compositional principles e.g. <i>how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus</i>, to develop sequences that show an awareness of audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.</p>
<p><b>Performance of Skills – Progression</b></p>	<p>← Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.</p>	<p>← Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control</p>	<p>← Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p>	<p>← Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p>
<p><b>Developing Physical Skills</b></p>	<p>← Travel – i.e. feet &amp; hands and feet ← Balance - i.e. small body parts ← Jump – i.e. 2 foot jump and land ← Rolling – basic rolls ← Apparatus</p>	<p>← Travel – i.e. feet &amp; hands and feet ← Balance - i.e. large body parts, dish and arch, one foot balance ← Jump – i.e. different shapes when jumping. Jump ¼ and ½ turn ← Rolling – basic rolls ← Apparatus</p>	<p>← Travel – i.e. feet &amp; hands and feet ← Balance - i.e. partner balance (counter balance) ← Jump – different ways of jumping and landing with shape ← Rolling – basic rolls ← Apparatus</p>	<p>← Travel – i.e. feet &amp; hands and feet ← Balance - i.e. partner and group balance (counter balance) ← Jump – different ways of jumping and landing with shape ← Rolling – basic rolls ← Apparatus</p>
<p><b>Application of Skills</b></p>	<p>The ‘Balancing Act’ core task involves children creating a gymnastic sequence with six actions on the floor, mats and apparatus.</p>	<p>Create a sequence of six skills, which must include one roll, one jump and one balance.  The ‘Partner Work’ core task involves children creating a</p>	<p>The ‘Acrobatic Gymnastics’ core task involves children creating and performing a paired sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing</p>	<p>The ‘Group Dynamics’ core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastics actions and compositional principles.</p>



	<p>The children will develop a sequence on the floor and mats, before transferring it to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and a change in direction.</p>	<p>gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.</p>	<p>balance, counter-tension and a counter-balance) and up to six other actions.</p>	<p>The children develop their sequence on floor and mats before adapting it to incorporate apparatus.</p>
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