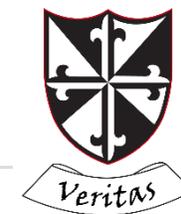


Holy Cross Catholic Primary School

Progression in Gymnastics



Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during 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 warmup 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
Acquiring and developing skills in gymnastics (general)	Create a short sequence of movements. Roll in different	Create and perform a movement sequence. Copy actions and movement	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and	Select ideas to compose specific sequences of movements, shapes and balances.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping,

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	<p>ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p>	<p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body (points and patches)</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Move with increasing</p>	<p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care. Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p>	<p>levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling,</p>	<p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>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.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and</p>	<p>leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
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		<p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	control and care.	Begin to show flexibility in movements	<p>balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	
Rolls (skills are repeated, built on and flexible to chn's pace in learning)	<p>Begin tucked side roll</p> <p>Begin straight sideways roll</p>	<p>Straight sideways roll (developing)</p> <p>Tucked side roll (developing)</p>	<p>Straight sideways roll (controlled)</p> <p>Tucked side roll (controlled)</p>	<p>Crouched forward $\frac{3}{4}$ roll (controlled)</p>	<p>$\frac{3}{4}$ Forward roll from standing</p>	<p>Begin full forward roll from and to standing</p>	<p>Develop full forward roll from and to standing</p>

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		Begin tucked rock Teddy bear roll	Teddy bear roll (controlled) Tucked rock for forward roll Beginning crouched $\frac{3}{4}$ forward roll				
<p>Jumps (skills are repeated, built on and flexible to chn's pace in learning)</p> <p>Jumps are from floor and apparatus (ability dependent) unless stated otherwise.</p>	Safe landing jump – 'squashy legs' Straight jump (floor)	Straight jump Straight quarter turn jump (floor)	Straight jump star jump (floor only) straight quarter and half turn jump (floor)	Straight jump Tuck jump –from equipment only Star jump Straight jump quarter, half and three quarter turn.(floor)	Straight jump Tuck jump – from equipment only Star jump Straight jump quarter, half and three-quarter and full turn.(floor)	Straight jump Tuck jump –from equipment only Star jump Straddle jump – from equipment only Straight jump quarter, half and three-quarter and full turn. (floor and begin apparatus)	Straight jump Tuck jump – from equipment only Star jump Straddle jump – from equipment only Straight jump quarter, half and three-quarter and full turn. (floor and apparatus) Split leap

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Springboard/Vault (skills are repeated, built on and flexible to chn's pace in learning)		Jump from standing to small box (to knees) (no springboard to vault)	Being hurdle step onto springboard Begin straight jump off springboard Jump from standing to small/medium box (to knees) (no springboard to vault)	Hurdle step onto springboard Straight jump off springboard Begin star jump off vault /box Begin tuck jump off vault/box Jump from standing to small/medium box (to knees, developing to squat) (no springboard to vault)	Hurdle step onto springboard Straight jump off springboard Jump from standing to small/medium box (to squat) Begin knees on vault from springboard Star jump off vault/box Tuck jump off box/vault	Hurdle step onto springboard Knees on vault from springboard Begin squat on vault from springboard Star jump off vault/box Tuck jump off box/vault	Hurdle step onto springboard Knees on vault from springboard Develop squat on vault from springboard Star jump off vault/box Tuck jump off box/vault

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Handstands, cartwheels (skills are repeated, built on and flexible to chn's pace in learning)	Bunny hop	Bunny hop Begin bunny hop over apparatus (bench)	Bunny hop Bunny hop over apparatus (bench) Begin T-lever	T-lever Scissor kick Mini cartwheel over a bench	Cartwheel over a bench (flared legs, both hands at all times)	Step into cartwheel over the bench (flared legs, one hand, two hands, one hand) Begin handstand: 'kicking horses' from the floor	Developing floor cartwheel Developing handstand: 'kicking horses' by pulling down to the mat from standing.
Travelling and linking actions (skills are repeated, built on and flexible to chn's pace in learning)	Tiptoe, step, jump and hop Skipping	Tiptoe, step, jump and hop Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Chassis steps	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Chassis steps with arms	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Chassis steps with arms Linking actions with greater fluidity	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Chassis steps with arms Talking weight on hands and feet in travel (crab and caterpillar walk) Linking actions with greater fluidity, increasing the number of links

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							from previous years.
Shapes and balances	<p>Standing balances</p> <p>Star, tuck, straight shapes.</p>	<p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Dish shape</p>	<p>Standing balances</p> <p>Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Dish shape</p> <p>Begin tucked dish</p> <p>Begin arch</p>	<p>Large and small body part balances, including standing and kneeling balances</p> <p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p>Dish, tucked dish and arch shape</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p>Dish, tucked dish and arch shape</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Part body weight partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Begin paired front and back support</p> <p>Dish, tucked dish and arch shape</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Develop technique, control and complexity of part-weight partner balances</p> <p>Develop paired front and back support</p> <p>Group formations</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Dish, tucked dish and arch shape</p>

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Compete and perform	Control my 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 the actions in their 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.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
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