



## St Oswald's RC Gymnastic Knowledge and Skills Progression

### Early Years Outcomes

The main Early Years Outcomes covered in the Gymnastics units are:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception)
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Demonstrate strength, balance and coordination when playing. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)

### KS1 National Curriculum Aims

The main KS1 national curriculum aims covered in the Gymnastics units are:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

### KS2 National Curriculum Aims

The main KS2 national curriculum aims covered in the Gymnastics units are:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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 warm up 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.	Create and perform a movement sequence.	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.	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, leaping, swinging, vaulting and stretching.
Roll in different ways with control.	Copy actions and movement sequences with a beginning, middle and end.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, directions and levels in their sequences.	Adapt their sequences to fit new criteria or suggestions.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
Travel in different ways.	Link two actions to make a sequence.	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Move with clarity, fluency and expression.	Perform jumps, shapes and balances fluently and with control.	Confidently use equipment to vault and incorporate this into sequences.
Stretch in different ways.	Recognise and copy contrasting actions (small/tall, narrow/wide).	Hold a still shape whilst balancing on different points of the body.	Move with coordination, control and care.	Show changes of direction, speed and level during a performance.	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.	Apply skills and techniques consistently, showing precision and control.
Jump in a range of ways from one space to another with control.	Travel in different ways, changing direction and speed.	Jump in a variety of ways and land with increasing control and balance.	Use turns whilst travelling in a variety of ways.	Improve the placement and alignment of body parts in balances.	Confidently use equipment to vault in a variety of ways.	Develop strength, technique and flexibility throughout performances.
Begin to balance with control.	Hold still shapes and simple balances.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Begin to develop good technique when travelling, balancing and using equipment.	Apply skills and techniques consistently.	
Move around, under, over, and through different objects and equipment.	Carry out simple stretches.	Move with increasing control and care.	Begin to use equipment to vault.	Develop strength, technique and flexibility throughout performances.	Develop strength, technique and flexibility throughout performances.	
	Carry out a range of simple jumps, landing safely.		Create interesting body shapes while holding balances with control and confidence.		Combine equipment with movement to create sequences.	
	Move around, under, over, and through different objects and equipment.		Begin to show flexibility in movements.			
	Begin to move with control and care.					

**Reception****Year 1****Year 2****Year 3****Year 4****Year 5****Year 6****Rolls**

Curled side roll (egg roll)  
 Log roll (pencil roll)  
 Teddy bear roll

Log roll (controlled)  
 Curled side roll (egg roll) (controlled)  
 Teddy bear roll (controlled)

Log roll (controlled)  
 Curled side roll (egg roll) (controlled)  
 Teddy bear roll (controlled)  
 Rocking forward roll  
 Crouched forward roll

Crouched forward roll  
 Forward roll from standing  
 Tucked backward roll

Forward roll from standing  
 Straddle forward roll  
 Pike forward roll  
 Tucked backward roll  
 Backward roll to straddle

Forward roll from standing  
 Straddle forward roll  
 Pike forward roll  
 Dive forward roll  
 Tucked backward roll  
 Backward roll to straddle  
 Backward roll to standing pike  
 Pike backward roll

**Jumps**

Straight jump  
 Tuck jump  
 Jumping jack  
 Half turn jump

Straight jump  
 Tuck jump  
 Jumping jack  
 Half turn jump  
 Cat spring

Straight jump  
 Tuck jump  
 Jumping jack  
 Half turn jump  
 Cat spring  
 Cat spring to straddle

Straight jump  
 Tuck jump  
 Jumping jack  
 Star jump  
 Straddle jump  
 Pike jump  
 Straight jump half-turn  
 Cat leap

Straight jump  
 Tuck jump  
 Jumping jack  
 Star jump  
 Straddle jump  
 Pike jump  
 Straight jump half-turn  
 Straight jump full-turn

Straight jump  
 Tuck jump  
 Jumping jack  
 Star jump  
 Straddle jump  
 Pike jump  
 Stag jump  
 Straight jump half-turn  
 Straight jump full-turn  
 Cat leap  
 Cat leap half-turn  
 Split leap

Straight jump  
 Tuck jump  
 Jumping jack  
 Star jump  
 Straddle jump  
 Pike jump  
 Stag jump  
 Straight jump half-turn  
 Straight jump full-turn  
 Cat leap  
 Cat leap half-turn  
 Cat leap full-turn  
 Split leap  
 Stag leap

**Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table**

Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Star jump off	Hurdle step onto springboard	Hurdle step onto springboard
	Straight jump off springboard	Squat on vault	Tuck jump off	Squat on vault	Squat on vault
	Tuck jump off springboard	Star jump off	Straddle jump off	Straddle on vault	Straddle on vault
		Tuck jump off	Pike jump off	Star jump off	Star jump off Tuck
		Straddle jump off		Tuck jump off	jump off Straddle
		Pike jump off		Straddle jump off	jump off Pike jump
				Pike jump off	off
				Squat through vault	Squat through vault
					Straddle over vault

**Handstands, Cartwheels and Round-offs**

Bunny hop	Bunny hop	Bunny hop	Handstand	Lunge into handstand	Lunge into cartwheel
	Front support wheelbarrow with partner	Front support wheelbarrow with partner	Lunge into handstand	Lunge into cartwheel	Lunge into round-off
		T-lever	Cartwheel	Lunge into round-off	Hurdle step
		Scissor kick			Hurdle step into cartwheel
					Hurdle step into round-off

**Reception**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

**Travelling & Linking Actions**

Tiptoe, step, jump and hop

Tiptoe, step, jump and hop

Tiptoe, step, jump and hop

Tiptoe, step, jump and hop

Tiptoe, step, jump and hop

Tiptoe, step, jump and hop

Tiptoe, step, jump and hop

Hopscotch

Hopscotch

Hopscotch

Hopscotch

Hopscotch

Hopscotch

Skipping

Skipping

Skipping

Skipping

Skipping

Skipping

Galloping

Galloping

Chassis steps

Chassis steps

Chassis steps

Chassis steps

Straight jump half-turn

Straight jump half turn

Straight jump half turn

Straight jump half turn

Straight jump half turn

Cat leap

Straight jump full turn

Straight jump full turn

Straight jump full turn

Cat leap

Cat leap

Cat leap half turn

Cat leap half turn

Pivot

Cat leap full turn

Pivot

**Shapes and Balances**

Standing balances

Standing balances

Standing balances

Large and small body part balances, including standing and kneeling balances

1, 2, 3 and 4- point balances

1, 2, 3 and 4- point balances

Kneeling balances

Kneeling balances

Balances on apparatus

Balances on apparatus

Balances on apparatus

Pike, tuck, star, straight, straddle shapes

Large body part balances

Matching and contrasting partner balances

Part body weight partner balances

Develop technique, control and complexity of part-weight partner balances

Balances on apparatus

Pike, tuck, star, straight, straddle shapes

Pike, tuck, star, straight, straddle shapes

Group formations

Balances with a partner

Front and back support

Front and back support

Pike, tuck, star, straight, straddle shapes

Pike, tuck, star, straight, straddle shapes

Front and back support

**Compete/Perform**

Control my body when performing a sequence of movements.

Perform using a range of actions and body parts with some coordination.

Perform sequences of their own composition with coordination.

Develop the quality of the actions in their performances.

Perform and create sequences with fluency and expression.

Perform own longer, more complex sequences in time to music.

Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.

Participate in simple games.

Begin to perform learnt skills with some control.

Perform learnt skills with increasing control.

Perform learnt skills and techniques with control and confidence.

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.

Compete against self and others in a controlled manner.

Begin to record their peers' performances, and evaluate these.

**Evaluate**

Talk about what they have done.

Watch and describe performances.

Watch and describe performances, and use what they see to improve their own performance.

Watch, describe and evaluate the effectiveness of a performance.

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Choose and use criteria to evaluate own and others' performances.

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Talk about what others have done.

Begin to say how they could improve.

Talk about the differences between their work and that of others.

Describe how their performance has improved over time.

Modify their use of skills or techniques to achieve a better result.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.