

## Willoughby Whole School PE Progression – GYMNASTICS

SKILLS						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>HEALTH &amp; FITNESS</b>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
<b>ACQUIRING AND DEVELOPING SKILLS IN GYMNASTICS (GENERAL)</b>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p>	<p>Copy, explore and remember actions and movements to create their own sequence. 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</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p>	<p>Create their own complex sequences involving the full range of actions and movements:</p> <p>travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled</p>

	Recognise and copy contrasting actions (small/tall, narrow/wide).	different points of the body.	Develop the quality of their actions, shapes and balances. 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.	placement of body parts in their actions, shapes and balances.
	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.	Travel in different ways, including using flight.	Confidently use equipment to vault in a variety of ways.	Confidently use equipment to vault and incorporate this into sequences.
	Hold still shapes and simple balances.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Improve the placement and alignment of body parts in balances.	Apply skills and techniques consistently.	Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances
	Carry out simple stretches.	Move with increasing control and care.	Begin to use equipment to vault.	Use equipment to vault in a variety of ways.	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.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	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 develop good technique when travelling, balancing and using equipment.		
	Begin to move with control and care			Develop strength, technique and		

				flexibility throughout performances		
<b>ROLLS</b>	Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
	Curled side roll (egg roll) (controlled)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll
	Teddy bear roll (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
		Rocking for forward roll		Backward roll to straddle	Tucked backward roll	Dive forward roll
		Crouched forward roll			Backward roll to straddle	Tucked backward roll
						Backward roll to standing pike
						Pike backward roll
<b>JUMPS</b>	Straight jump Tuck jump Jumping jack Half turn Cat spring	Straight jump Tuck jump Jumping jack Half turn Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight half turn Straight full turn Cat leap Cat leap half turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap half turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap Cal leap half turn

						Cat leap full turn Split leap Stag leap
<b>VAULT</b>	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
<b>HANDSTANDS, CARTWHEELS AND ROUND-OFFS</b>	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner t-lever scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
<b>TRAVELLING AND LINKING ACTIONS</b>	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot

<b>SHAPES AND BALANCES</b>	<p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p>	<p>Standing balances Kneeling balances Large body part balances, balances on apparatus, balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Large and small body part balances, including standing and kneeling balances, balances on apparatus.</p> <p>Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>1, 2, 3 and 4- point balances, balances on apparatus, balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>1, 2, 3 and 4- point balances, balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>1, 2, 3 and 4- point balances, balances on apparatus Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>
<b>COMPETE / PERFORM</b>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

						Begin to record their peers' performances, and evaluate these.
<b>EVALUATE</b>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>