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| **Physical Education - Gymnastics Progression Map** | | | | | | | |
| National curriculum expectations  → | **EYFS:**  Progress towards a more fluent style of moving with developing control and grace.  Develop the overall body strength, coordination, balance and agility needed to engage successfully with physical disciplines including gymnastics. | | **KS1:**  Develop fundamental movement skills, become increasingly competent and confident across a broad range of opportunities to extend agility, balance and coordination, individually and with others. | | **KS2:**  Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Develop flexibility, strength, control and balance through athletics and gymnastics.  Compare performances with previous ones and demonstrate improvement to achieve their personal best. | | |
| **Skills** |
| **Travelling** | **Rolling** | | **Balance** | | **Shapes** | **Performance** |
| **Nursery** | *Targeted and developed through the EYFS provision.* | | | | | | |
| **Reception** | -Walking  -Running  -Fairy steps  -Frog jumps  -2 foot bounce  -Hopping  -Direction -Forwards/Backwards/Sideways | -Sliding on front, back and side.  -Log rolls | | -Taking weight on hands and feet.  -Demonstrate control and coordination. | | Creating small and large shapes. | n/a |
| **Year 1** | -Jumping  -Travelling on hands and feet  -2 to 2 footed jumps | -Log roll  -Rocking (forward roll)  -Forward roll into squat  -Curled sideways roll | | -Points and patches  -Monkey walking  -Crab walking  -Caterpillar walk  -Front support | | -Straight jump.  -Wide, curled, narrow shapes.  -Leap  -Star jump  -Tuck jump | -Can sequence 2 movements together.  -Can hold balances for a count of 3.  -Can demonstrate good body tension in their movement.  -Can use ideas from  demonstrations in their own work.  -Can make comments about a performance they have watched. |
| **Year 2** | -Hands and feet  -Jumping  -Spinning  -Changing direction  -Pathways | -Sideways shoulder roll.  -Curled and stretched sideways roll.  -Recap skill of forward rolling.  -Moving in and out of a forward roll. | | -Kicking horse.  -Introduction of handstands.  -Shoulder balance.  -Bunny hop over apparatus. | | - Bridges  -Twisted jump  -Jumping from a raised surface | -Can use a still and neat start and end position.  -Can work co-operatively with a partner (where appropriate).  -Can create a sequence of 3-4 movements.  -Can hold balances for a count of 3 with good body tension.  -Can take weight on different parts of body when using apparatus e.g hopping over.  -Can change speed, direction and level when performing.  -Can share ideas and make comments about a performance they have watched.  -Can use ideas from demonstrations in their own. |
| **Year 3** | -Matching and contrasting partner movement.  -Direct and indirect pathways. | -Cartwheels over benches.  -Lead up skills in backwards roll.  -Cartwheels over benches (extension – cartwheels on floor). | | -Kicking horse.  -Handstands  -Recap shoulder balance.  -Cat spring  -Spinning top | | -Stretching, curling and arching jumps.  -Tucked jump  -Jumping from apparatus with star jump and tucked jump upward.  -Symmetrical and asymmetrical shapes. | -Can use and hold start and end positions.  -Can work collaboratively with another to produce a sequence (include matching and contrast).  -Can perform a controlled sequence of 3-4 movements.  -Can hold balances for a count of 3 with good body tension  -Can travel around apparatus with smooth transitions (joins) and controlled movements. -Can use various speed, direction, shapes and levels.  -Can transfer floor work onto apparatus safely and carefully.  -With guidance, can use peer assessment to identify strengths and areas to develop in others work.  -Is beginning to self-assess and magpie ideas throughout the lesson to improve their own sequence. |
| **Year 4** | -Rolling, jumping and balancing in a sequence.  -Hands and feet .  -Linking different types of travel.  -Partnered work.  -Linking different types of travel. | -Lead up skills in backwards roll.  -Stretched roll with one leg leading.  -Cartwheel over a bench.  -Cartwheel on floor.  -Backwards roll.  -Coming out of forward roll.  -Coming out of backwards roll.  -Teddy roll | | -Points and patches.  -Headstands – challenge for more able. | | -Tucked jump.  -Recap leap. | -Can hold start and ending positions and balances for a count of 3 with good body tension and extension.  -Can hold shapes in the air momentarily  -Can select favourite balances/jumps/rolls and use them within a 4-5 movement sequence.  -Can safely travel around others whilst maintaining smooth transitions (joins) and controlled movements.  -Can transfer elements of floor work into a sequence on the apparatus using various speed, direction, shapes and levels.  -Has an awareness of others and can keep themselves safe by managing risk.  -With guidance, can use peer assessment to identify strengths and areas to develop in others work.  -Is beginning to use self-assessment to develop the ‘quality of movements’ in their sequence.  -Can use and improve ideas from demonstrations in their own work. |
| **Year 5** | -One foot to one foot jumps (same and alternate)  -One foot to two feet  2 foot to 2 foot jumps.  -Two feet to one foot jump.  -Long axis, side to side axis and stomach to back axis turning ideas.  -Spinning | Practise and perfecting of previously taught rolls. | | Practise and perfecting of previously taught balances. | | -Different body parts facing the floor in bridges.  -High and low bridges.  -Squat on the box. | -Can hold shapes in the air momentarily and is beginning to use flight within performance.  -Can hold start and ending positions and balances for a count of 3 with good body tension and extension.  -Can create an extended sequence using a musical stimulus.  -Can transfer floor work onto the apparatus with a variety of rolls, balances, speed, direction, shapes and levels.  -Can independently apply previous learning and skills when composing sequences.  -Can use apparatus safely and imaginatively on my own and with a partner.  -Has an awareness of others and can keep themselves safe by managing risk  -Can use peer assessment and success criteria’s accurately to identify the strengths and areas to develop and can clearly and constructively feedback to their peers.  -Can independently use self-assessment to develop the ‘quality of movement’ in their sequence. |
| **Year 6** | -Partnered work.  -Simultaneous movement and synchronisation.  -Canon movements.  -Matching.  -Mirroring.  -Contrasting.  -Partnered work and small group work (4’s). | Practise and perfecting of previously taught rolls. | | Practise and perfecting of previously taught balances with added element of counterbalances and counter tension. | | Practise and perfecting of previously taught jumps, bridges and squats. | -Can hold start and ending positions and balances for a count of 3 with good body tension and extension.  -Can independently create an extended sequence using a musical stimulus (8 element sequence).  -Consistently uses ‘quality movements’ within a sequence e.g maintained for 3 seconds, good body tension, controlled movements and smooth transitions.  -Can independently apply previous learning and skills when composing sequences. Including a variety of dynamics e.g rolls, shapes, balances, speed, pathways within a sequence.  -Can use apparatus safely and imaginatively on my own and with a partner/small group and can carefully manage risk. -Can peer assess the strengths and identify areas to develop using a success criteria and knowledge of ‘quality of movements’ and can clearly and constructively feedback to their peers.  -Can articulate what makes a good performance.  -Can self-assess using my knowledge of ‘quality of movements’ to improve my own work. |