



Physical Education Progression Framework – Gymnastics

Whitehouse Primary School

| Early Years Outcome | KS1 National Curriculum Aims | KS2 National Curriculum Aims |
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| <p>The main Early Years Outcomes covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) • Experiments with different ways of moving. (PD M&H 40-60) • Jumps off an object and lands appropriately. (PD M&H 40-60) • Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60) | <p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • 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 | <p>Pupils should 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. They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team; • compare their performances with previous ones and demonstrate improvement to achieve their personal best |

| Gymnastics | | | | | | |
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| EYFS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Health and Fitness | | | | | | |
| <p>Describe how the body feels when still and when exercising.</p> | <p>Describe how the body feels before 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 arming 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> |
| Acquiring and Developing Skills in Gymnastics (General) | | | | | | |
| <p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> | <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with</p> | <p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</p> | <p>Choose ideas to compose a movement sequence independently and with others.</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>Select ideas to compose specific sequences of movements, shapes and balances.</p> | <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes,</p> |

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| <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>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>Carry out simple stretches. 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> | <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</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. Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</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>Use equipment to vault in a variety of ways.</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, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</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>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> | <p>jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances</p> |
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The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

Rolls

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| Curled side roll (egg roll) | Log roll (controlled) | Log roll (controlled) | Crouched forward roll | Forward roll from standing | Forward roll from standing | Forward roll from standing |
| Log roll (pencil roll) | 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 | 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 |

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| | | | | | | Backward roll to straddle Backward roll to standing pike Pike backward roll |
| Jumps | | | | | | |
| Straight Jump Tuck Jump Jumping Jack Half turn | 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 |
| Vault | | | | | | |
| | 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 |
| Handstands, cartwheels and round-offs | | | | | | |
| Bunny hop | 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 |
| Travelling and Linking actions | | | | | | |
| Tiptoe, step, jump and hop | 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 | Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn | Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps |

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| | | | | Cat leap Cat leap half turn Pivot | Straight jump full turn Cat leap Cat leap half turn Pivot | Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot |
| Shapes & Balances | | | | | | |
| Standing balances | Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes | 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 | Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support | 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 | 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 | 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 |
| 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. Compete against self and others in a controlled manner. | 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. |
| 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 | |

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