

Curriculum Skills and Progression Map

Physical Education – Gymnastics



Key Concepts:

Teamwork
Determination
Self-Belief
Passion
Honesty
Respect

Curriculum Skills and Progression Map

Organisation of knowledge	Shapes	Balances	Rolls	Jumps
Relevant ELG	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>ELG: Building relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others 			
Vocabulary	See appendix 1			
KS1 readiness objectives	<ul style="list-style-type: none"> • To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • To combine different movements with ease and fluency. • To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. • To use their core muscle strength to achieve a good posture. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 			

Curriculum Skills and Progression Map

Programmes of study Year 1	Pupils should be taught to: <ul style="list-style-type: none"> - master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities 			
Organisation	Shapes	Balances	Rolls	Jumps
Progression objectives	<ul style="list-style-type: none"> - explore basic shapes straight, tuck, straddle, pike. - understand that I can improve my shapes by extending parts of my body. 	<ul style="list-style-type: none"> - perform balances making my body tense, stretched and curled. - know that balances should be held for 5 seconds. 	<ul style="list-style-type: none"> - explore barrel, straight and forward roll progressions. - know that I can use different shapes to roll. 	<ul style="list-style-type: none"> - explore shape jumps including jumping off low apparatus. - know that landing on the balls of my feet helps me to land with control.
Assessment opportunities	<p>To explore travelling movements using the space around you</p> <p>To develop quality when performing gymnastic shapes</p> <p>To develop stability and control when performing balances</p> <p>To develop technique and control when performing shape jumps</p> <p>To develop technique in the barrel, straight and forward roll</p> <p>To link gymnastic actions to create a sequence</p>			
Vocabulary	See Appendix 1			

Curriculum Skills and Progression Map

Programmes of study Year 2	Pupils should be taught to: <ul style="list-style-type: none"> - master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities 			
Organisation	Shapes	Balances	Rolls	Jumps
Progression objectives	<ul style="list-style-type: none"> - explore using shapes in different gymnastic balances. - know that some shapes link well together 	<ul style="list-style-type: none"> - remember, repeat and link combinations of gymnastic balances. - understand that squeezing my muscles helps me to balance. 	<ul style="list-style-type: none"> - explore barrel, straight and forward roll and put into sequence work. - understand that there are different teaching points for different rolls. 	<ul style="list-style-type: none"> - explore shape jumps and take off combinations. - understand that looking forward will help me to land with control.
Assessment opportunities	<p>To perform gymnastic shapes and link them together</p> <p>To be able to use shapes to create balances</p> <p>To be able to link travelling actions and balances using apparatus</p> <p>To demonstrate different shapes, take off and landings when performing jumps</p> <p>To develop rolling and sequence building</p> <p>To develop sequence work on apparatus</p>			
Vocabulary	See Appendix 1			

Curriculum Skills and Progression Map

<p>Programmes of study Year 3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
<p>Organisation</p>	<p>Shapes</p>	<p>Balances</p>	<p>Rolls</p>	<p>Jumps</p>
<p>Progression objectives</p>	<ul style="list-style-type: none"> - explore matching and contrasting shapes. - understand how to use body tension to make my shapes look better. 	<ul style="list-style-type: none"> - explore point and patch balances and transition smoothly into and out of them. - understand that I can make my balances look interesting by using different levels. 	<ul style="list-style-type: none"> - develop the straight, barrel, and forward roll. - understand the safety considerations when performing more difficult rolls. 	<ul style="list-style-type: none"> - develop stepping into shape jumps with control - understand that I can change the take off and shape of my jumps to make them look interesting.
<p>Assessment opportunities</p>	<p>To be able to create interesting point and patch balances To develop stepping into shape jumps with control To develop the straight, barrel, and forward roll To be able to transition smoothly into and out of balances To create a sequence with matching and contrasting actions and shapes To create a partner sequence incorporating equipment</p>			
<p>Vocabulary</p>	<p>See Appendix 1</p>			

<p>Programmes of study</p> <p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
<p>Organisation</p>	<p>Shapes</p>	<p>Balances</p>	<p>Rolls</p>	<p>Jumps</p>	<p>Inverted Movements</p>
<p>Progression objectives</p>	<ul style="list-style-type: none"> - develop the range of shapes I use in my sequences - understand how shapes can be used to improve my sequence. 	<ul style="list-style-type: none"> - develop control and fluency in individual and partner balances. - know how to keep myself and others safe when performing partner balances. 	<ul style="list-style-type: none"> - develop the straight, barrel, forward and straddle roll and perform them with increased control. - understand that I can keep the shape of my roll using body tension. 	<ul style="list-style-type: none"> - develop control in performing and landing rotation jumps. - know that I can control my landing by landing toes first, looking forwards and bending my knees. 	<ul style="list-style-type: none"> - develop strength in bridge and shoulder stand. - know that inverted movements are actions in which my hips go above my head
<p>Assessment opportunities</p>	<p>To develop individual and partner balances</p> <p>To develop control in performing and landing rotation jumps</p> <p>To develop the straight, barrel, forward and straddle roll</p> <p>To develop the straight, barrel, forward and straddle roll</p> <p>To develop strength in inverted movements</p> <p>To be able to create a partner sequence to include apparatus</p>				
<p>Vocabulary</p>	<p>See Appendix 1</p>				

Curriculum Skills and Progression Map

Programmes of study Year 5	Pupils should be taught to: <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
Organisation	Shapes	Balances	Rolls	Jumps	Inverted Movements
Progression objectives	<ul style="list-style-type: none"> - perform shapes consistently and fluently linked with other gymnastic actions - understand that shapes underpin all other skills 	<ul style="list-style-type: none"> - explore symmetrical and asymmetrical balances. - understand how to use contrasting balances to make my sequences look interesting. 	<ul style="list-style-type: none"> - develop control in the straight, barrel, forward, straddle and backward roll. - understand that I need to work within my own capabilities and this may be different to others. 	<ul style="list-style-type: none"> - select a range of jumps to include in sequence work. - understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting 	<ul style="list-style-type: none"> - explore progressions of a cartwheel. - understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.
Assessment opportunities	<p>To be able to perform symmetrical and asymmetrical balances</p> <p>To develop the straight, forward, straddle and backward roll</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation</p> <p>To be able to perform progressions of inverted movements</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus</p> <p>To be able to create a partner sequence using apparatus</p>				
Vocabulary	See Appendix 1				

Curriculum Skills and Progression Map

<p>Programmes of study</p> <p>Year 6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
<p>Organisation</p>	<p>Shapes</p>	<p>Balances</p>	<p>Rolls</p>	<p>Jumps</p>	<p>Inverted Movements</p>
<p>Progression objectives</p>	<ul style="list-style-type: none"> - combine and perform gymnastic shapes more fluently and effectively - know which shapes to use for each skill. 	<ul style="list-style-type: none"> - explore counter balance and counter tension. - know where and when to apply force to maintain control and balance. 	<ul style="list-style-type: none"> - develop fluency and consistency in the straddle, forward and backward roll. - understand that I can use momentum to help me to roll and know where that momentum from. 	<ul style="list-style-type: none"> - combine and perform a range of gymnastic jumps more fluently and effectively - understand that taking off from two feet will give me more height and therefore more time in the air. 	<ul style="list-style-type: none"> - develop control in progressions of a cartwheel and a headstand. - understand that spreading my weight across a base of support will help me to balance.
<p>Assessment opportunities</p>	<p>To be able to develop the straddle, forward and backward roll</p> <p>To develop counter balance and counter tension</p> <p>To be able to perform inverted movements with control</p> <p>To be able to perform the progressions of a headstand and a cartwheel</p> <p>To be able to use flight from hands to travel over apparatus</p> <p>To be able to create a group sequence using formations and apparatus</p>				
<p>Vocabulary</p>	<p>See Appendix 1</p>				

