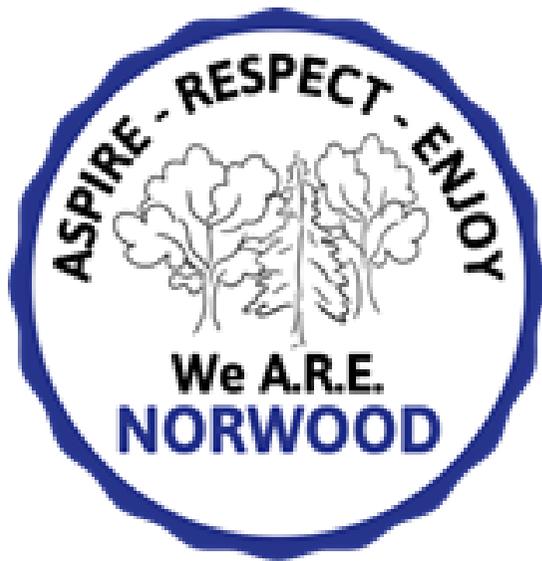


Curriculum Skills and Progression Map

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			

Programmes of study Year 3	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
Progression objectives	<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.
Assessment opportunities	<p>To be able to create interesting point and patch balances</p> <p>To develop stepping into shape jumps with control</p> <p>To develop the straight, barrel, and forward roll</p> <p>To be able to transition smoothly into and out of balances</p> <p>To create a sequence with matching and contrasting actions and shapes</p> <p>To create a partner sequence incorporating equipment</p>			
Vocabulary	See Appendix 1			

Curriculum Skills and Progression Map

<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>				

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>				

Curriculum Skills and Progression Map

