



P.E. Progression Document (Gymnastics)

Early Years		
Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
	Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Manage their own needs.

ELG

Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
Physical Development	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Expressive Arts and Design	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Gymnastics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances, using simple movement patterns 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performance with previous ones and demonstrate improvement to achieve their personal best 			
Gymnastics Sequencing	<p><i>Perform gymnastic sequences which include a balance, a travelling action, a jump and a roll</i></p>	<p><i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i></p> <p><i>Teach sequence to a partner and perform together</i></p>	<p><i>Perform a gymnastic sequence with clear changes of speed, balance and 3 x travelling actions</i></p> <p><i>Work with a partner to create a sequence.</i></p>	<p><i>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</i></p> <p><i>From starting shape move together with a partner by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</i></p>	<p><i>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</i></p>	<p><i>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</i></p>
Gymnastics Balance	<p><i>Stand and sit "like a gymnast"</i></p>	<p><i>Explore balance on front and back so that extended</i></p>	<p><i>Explore and develop use of upper body strength taking weight on hands and feet – front support</i></p>	<p><i>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands</i></p>	<p><i>Perform balances with control, showing good body tension</i></p>	<p><i>Explore symmetrical and asymmetrical balances on own and with a partner</i></p>

	<p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p>	<p>arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p>	<p>(press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p>	<p>in a tucked head stand</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p>	<p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on Apparatus</p> <p>Consider how to move in and out of these balances with fluency and control</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p>	<p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform group balances at the beginning, middle or end of a sequence.</p> <p>Consider how to move in and out of these balances with fluency and control</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p>
Gymnastics Travel	<p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Bunny hop (transfer weight to hands)</p>	<p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p>	<p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p>	<p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p>	<p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Travel in time with a partner, move away from and back to a partner</p>	<p>Increase the variety of pathways, levels and speeds at which you travel</p>

<p>Gymnastics Jump</p>		<p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p>	<p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p>	<p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p>	<p>Make symmetrical and asymmetrical shapes in the air</p>	<p>Jump along, over and off apparatus of varying height with control in the air and on landing</p>
<p>Gymnastic Roll</p>	<p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side.</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Repeat to build up core strength</p>	<p>Continue to develop control in different rolls</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p> <p>Repeat to build up core strength</p>	<p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a Partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Begin the backward roll</p>	<p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Execute the backward roll</p>	<p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>	<p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>