

Gymnastics

Ryhope Infant School Academy Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Gymnastics units are:

- 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)

KS1 National Curriculum Aims

The main KS1 national curriculum aims covered in the Gymnastics units are:

- 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.

Reception

Year 1

Year 2

Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.
Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.
Explain what they need to stay healthy.

Acquiring and Developing Skills in Gymnastics (General)

Create a short sequence of movements.
Roll in different ways with control.
Travel in different ways.
Stretch in different ways.
Jump in a range of ways from one space to another with control.
Begin to balance with control.
Move around, under, over, and through different

Create and perform a movement sequence.
Copy actions and movement sequences with a beginning, middle and end.
Link two actions to make a sequence.
Recognise and copy contrasting actions (small/tall, narrow/wide).
Travel in different ways, changing direction and speed.
Hold still shapes and simple balances.
Carry out simple stretches.
Carry out a range of simple jumps, landing safely.
Move around, under, over, and through different objects and equipment.
Begin to move with control and care.

Copy, explore and remember actions and movements to create their own sequence.
Link actions to make a sequence.
Travel in a variety of ways, including rolling.
Hold a still shape whilst balancing on different points of the body.
Jump in a variety of ways and land with increasing control and balance.
Climb onto and jump off the equipment safely.
Move with increasing control and care.

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.

Reception	Year 1	Year 2
Rolls		
Curled side roll (egg roll) Log roll (pencil roll) Forward Roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Forward roll (controlled) Forward roll into straddle (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll
Jumps		
Straight jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle
Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table		
Stretch jump off bench/ table	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard

Handstands, Cartwheels and Round-offs

Bunny hop	Bunny hop - forwards/ sideways Front support wheelbarrow with partner T-lever	Bunny hop Front support wheelbarrow with partner Scissor kick Cartwheel
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Travelling & 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
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Shapes and 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
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Compete/Perform

Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
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Evaluate

Talk about what they have seen. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.
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