

Progression in the Curriculum: P.E – GYMNASTICS

Development of Skills (balance, travel, positions, movement, transitions, levels, flight) **Application** **Evaluation** **Knowledge and Understanding of Fitness and Health**

Year Group	Key Vocabulary	PE Strand: Emerging	PE Strand: Expected	PE Strand: Exceeding	Year Group	Wider Opportunities and Experiences
KS3	Gcse vocab to be obtained through liz Counter balance Twists slide Push pull Box Hanging swinging					
6	Bridge Round off Y balance Handstand Headstand? Simultaneous Synchronised Unison Cannon	Year 6 - Demonstrate in depth knowledge of the specific aspects of a good quality warm up and justify the effects of exercise on the body and the consequences of an inadequate warm up - To explain using key vocabulary how the body feels through various actions - Explore contrasting shapes on the floor and apparatus with a partner - To perform a selected range of linking actions and agilities with consistency, fluency and clarity of movement - understand composition by performing more and direct sequencing with changes of speed, level and direction - For gymnastics programme/sequencing, please refer to key steps - describe how to refine, improve and modify their own performance and that of their peers *Key steps guidance in PE folder on system	Year 6 - Take the lead in a warm up and demonstrate safe practice - Explore mirrored, simultaneous/unison and cannon style movements on the floor and apparatus with a partner - Develop, refine and execute controlled movements and positions taught so far incorporating various platforms (floor, mats, apparatus) - For gymnastics programme/sequencing, please refer to key steps - To offer constructive criticism when working with a partner of giving ideas on balances, inversion and state of weight *Key steps guidance in PE folder on system	Year 6 - Work with a partner to perform a short sequence that includes mirrored, simultaneous and cannon style movements across various platforms (floor, mats, apparatus) - To act upon constructive criticism to develop and improve an existing routine to enhance quality	6	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
5	Bridge Round off Y balance Handstand Headstand? Components and composition	Year 5 - Explain how to work safely and give examples of how this can be done - Develop, refine and execute controlled movements and positions taught so far - To perform a range of actions and agilities with consistency, fluency and clarity of movement - To combine actions and maintain the quality of performance when performing at the same time as a partner - For gymnastics programme/sequencing, please refer to key steps - Select and comment upon interesting aspects of other's performance - To provide constructive criticism worded effectively using key gymnastics terminology *Key steps guidance in PE folder on system	Year 5 - Demonstrate in depth knowledge of the specific aspects of a good quality warm up and justify the effects of exercise on the body and the consequences of an inadequate warm up - To explain using key vocabulary how the body feels through various actions - Explore contrasting shapes on the floor and apparatus with a partner - To perform a phased range of linking actions and agilities with consistency, fluency and clarity of movement - understand composition by performing more and direct sequencing with changes of speed, level and direction - For gymnastics programme/sequencing, please refer to key steps - describe how to refine, improve and modify their own performance and that of their peers *Key steps guidance in PE folder on system	Year 5 - Work with a partner to perform a short sequence that includes contrasting shapes across various platforms (floor, mats, apparatus) - acquire an informed knowledge of technique and use this to analyse fairly complex skills, to offer suggestions of how to improve the quality of within a performance	5	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
4	Vault Arabesque Commando roll Front support Back support Press up Side support Shoulder stand Roll to stand Pivot Cartwheel Arab spring Japana Half lever Splits Components and composition	Year 4 - Understand the importance of working safely - Recognise the effects exercise has on the body and give reasons why PE is good for our health - To improvise alone and with a partner - To be able to copy, remember, explore and repeat progressive movements and positions (vault, arabesque, commando roll, front support and press up, turn through side support, shoulder stand, roll to stand, pivot/cartwheel) - To link and vary ideas and movements in a sequence with control, co-ordination and precision - For gymnastics programme/sequencing, please refer to key steps - Note similarities and differences within their own and others work - Offer suggestions for improvements *Key steps guidance in PE folder on system	Year 4 - Explain how to work safely and give examples of how this can be done - Develop, refine and execute controlled movements and positions taught so far - To perform a range of actions and agilities with consistency, fluency and clarity of movement - To combine actions and maintain the quality of performance when performing at the same time as a partner - For gymnastics programme/sequencing, please refer to key steps - Select and comment upon interesting aspects of other's performance - To provide constructive criticism worded effectively using key gymnastics terminology *Key steps guidance in PE folder on system	Year 4 use varied, precise and fluid movements with increasing skill and incorporate a range of techniques - To refine routines in combination with a partner/ as part of a group - change aspects of performances and refine certain actions to improve the sequence - explain and describe using technical vocabulary when exploring ways or improving a performance	4	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
3	Vault Arabesque Commando roll Front support Back support Press up Side support Shoulder stand Roll to stand Pivot Cartwheel Arab spring Japana Half lever Splits Components and composition	Year 3 - Suggest movements suitable for an effective warm up - Move to the beat of the music - Begin to suggest moves to help choreograph a routine - Perform a sequence of dance moves independently for half of a song - Demonstrate different speeds and directions within my work with support - To reflect upon their own routine and comment on ways to improve it - Give feedback on others performances with justification *Key steps guidance in PE folder on system	Year 3 - Understand the importance of working safely - Recognise the effects exercise has on the body and give reasons why PE is good for our health - To improvise alone and with a partner - To be able to copy, remember, explore and repeat progressive movements and positions (vault, arabesque, commando roll, front support and press up, turn through side support, shoulder stand, roll to stand, pivot/cartwheel) - To link and vary ideas and movements in a sequence with control, co-ordination and precision - For gymnastics programme/sequencing, please refer to key steps - Note similarities and differences within their own and others work - Offer suggestions for improvements *Key steps guidance in PE folder on system	Year 3 - improvise freely and creatively, independently or as part of a group - refine ideas and perform steps and sequences using a wide range of stimuli - To be able to teach a skill using gymnastics terminology and accurate demonstration	3	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
2	Tension Extension Tuck and roll Teddy Bear roll Log roll Forward roll * Straddle Pike Straight Tuck Dish Arch Broad Straight jump Straddle jump Tuck jump Moves and sequences	Year 2 - Understand the importance of a warm up and cool down - Develop safe and effective spacial awareness - Explore a range of body positions (straddle, pike, butterfly, tuck, arch) with control and coordination - Explore various ways to travel using different levels (on and off of equipment) - Hold basic body part balances for 3 seconds - Identify and apply basic movements (tuck and roll, tuck, dish, pike, log roll, forward roll) - Understand safe take off and landing skills exploring different jumps (straight, straddle, tuck) - Begin to form a sequence of 3 moves - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why	Year 2 - Suggest movement suitable for an effective warm up - Understand what is happening to the body during exercise - Explore basic movements, travel and balance positions with a partner - Develop, refine and execute controlled movements and positions taught so far - Perform a range of body positions and rolls linking actions together (within a sequence with a partner) - Perform a range of jumps on and off of equipment as part of a sequence - For gymnastics programme/sequencing, please refer to key steps - Identify similarities and differences between own and others work - Make changes to an existing routine and justifying the improvements made *Key steps guidance in PE folder on system	Year 2 - Confidently perform sequences with a partner demonstrating technique and precision, excellent posture and tension - Use technical vocabulary to discuss performances	2	Key step competition Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter? After school club
1	Take off Flight Landing Tension Extension Tuck and roll Teddy Bear roll Log roll Forward roll * Straddle Pike Straight Tuck Dish Arch Broad Straight jump Straddle jump Tuck jump Forwards Backwards Diagonally Moves and sequences	Year 1 - Understand the importance of a warm up and cool down - Develop safe and effective spacial awareness - Explore a variety of skills, positions and movements with support - Understand safe take off and landing skills - Explore various ways to travel (progress to using different levels) - Begin to explore basic movements (tuck and roll, log roll) - comment on what I like	Year 1 - Understand the importance of a warm up and cool down - Develop safe and effective spacial awareness - Handle, transport and set up apparatus safely in a controlled and supervised manner - Explore a range of body positions (straddle, pike, straight, tuck, dish, arch) with control and coordination - Explore various ways to travel using different levels (on and off of equipment) - Hold basic body part balances for 3 seconds - Identify and apply basic movements (tuck and roll, tuck, dish, pike, log roll, forward roll) - Understand safe take off and landing skills exploring different jumps (straight, straddle, tuck) - Begin to form a sequence of 3 moves (for example, pike, roll, tuck) using a range of travel, balances take - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why *Key steps guidance in PE folder on system	Year 1 - Confidently model and demonstrate basic skills, positions and movements with a degree of control and accuracy - Confidently link a series of 4 actions and use them creatively - Make changes to an existing routine and justifying the improvements made	1	Key step competition Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter? After school club
	*FORWARD ROLLS - not to be performed by specific groups of chn for safety reasons (Downs, hypermobility, dwarfism)? BACKWARDS ROLL? Discuss				R	