


Forest Hall Primary School PE Skills Progression Map (Gymnastics)

Gymnastics Progression Grid		
<div></div> <div>Early Years Outcomes The main Early Years Outcomes covered in the Gymnastics units are:<ul style="list-style-type: none">• Progress towards a more fluent style of moving, with developing control and grace.• Develop the overall body strength, coordination, balance 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.• Develop overall body strength, balance, coordination and agility.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Show good control and coordination in large and small movements.• Move confidently in a range of ways, safely negotiating space.• Negotiate space and objects safely, with consideration for themselves and others.• Demonstrate strength, balance and coordination when playing.</div>	<div>KS1 National Curriculum Aims The main KS1 national curriculum aims covered in the Gymnastics units are:<ul style="list-style-type: none">• 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.</div>	<div>KS2 National Curriculum Aims The main KS2 national curriculum aims covered in the Gymnastics units are:<ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</div>

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & 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	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Shapes						
Show contrast with my body, including wide/narrow and straight/curved shapes. Understand that I can make different shapes with my body. Create shapes showing a basic	Explore basic shapes including straight, tuck, straddle and pike. Understand that I can improve my shapes by extending parts of my body. Demonstrate poses and movements that challenge flexibility.	Explore using shapes in different gymnastic balances. Know that some shapes link well together. Show an increased awareness of extension and flexibility in actions.	Explore matching and contrasting shapes. Understand how to use body tension to make my shapes look better. Demonstrate increased flexibility and extension in their actions.	Develop the range of shapes I use in my sequences. Understand how shapes can be used to improve my sequences. Demonstrate increased flexibility and extension in more	Perform shapes consistently and fluently linked with other gymnastic actions. Understand how shapes underpin all other skills. Use flexibility to improve the quality of the actions they	Combine and perform gymnastic shapes more fluently and effectively. Know which shapes to use for each skill. Confidently transition from one action to another, showing appropriate control and extension for the complexity of the action.

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level of stillness, using different parts of the body. Show shapes and actions that stretch the body.				challenging actions.	perform, as well as the actions they choose to link them.	
Balances						
Explore shapes in stillness, using different parts of the body. Begin to take weight on different body parts.	Perform balances making the body tense, stretched and curled. Take body weight on hands or short periods of time.	Remember, repeat and link combinations of gymnastic balances. Perform balances on different body parts, with some control and balance. Take body weight on different body parts, with and without apparatus.	Explore point and patch balances and transition smoothly into and out of them. Complete balances with increasing stability control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Develop control and fluency in individual and partner balances. Use body tension to perform balances, both individually and with a partner. Demonstrate increasing strength, control and technique when taking their own and others' weight.	Explore symmetrical and asymmetrical balances. Show increasing control and balance when moving from one balance to another.	Explore counter balance and counter tension. Combine and perform more complex balances with control, technique and fluency.
Rolls						
Explore rocking and rolling. Understand how to change body shape to help with rolling.	Explore barrel, straight and forward roll progressions. Understand how to use different shapes to roll.	Explore barrel, straight and forward roll and put into sequence work.	Develop the straight, barrel and forward roll.	Develop the straight, barrel, forward and straddle roll and perform them with increased control. Understand how to keep the shape of a roll using body tension.	Develop control in the straight, barrel, forward, straddle and backward roll.	Develop fluency and consistency in the straddle, forward and backward roll.

Forest Hall Primary School PE Skills Progression Map (Gymnastics)

Jumps						
Explore jumping safely. Develop bending knees to land safely.	Explore shape jumps, including jumps off low apparatus. Know that landing on the balls of the feet helps to land with control.	Explore shape jumps and take off combinations. Look forward to land with control.	Develop stepping into shape jumps with control.	Develop control in performing and landing rotation jumps.	Select a range of jumps to include in sequence work. Use jumps to link actions in a sequence.	Combine and perform a range of gymnastic jumps more fluently and effectively.
Inverted Movements and Sequence						
Copy and link simple actions together.	Use a starting and finishing position in a sequence. Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another, both on and off apparatus.	Know that inverted movements are actions in which my hips go above my head. Develop strength in bridge and shoulder stand. Plan and perform sequences, showing control and technique, with and without a partner.	Understand how to move slowly to gain control and how to move quickly to build momentum. Explore progressions of a cartwheel. Use strength to improve the quality of an action and the range of actions available. Create and perform more complex sequences of actions with a good level of quality, control and technique, with and without a partner.	Understand how to spread weight across a base of support will help to control balances. Develop control in progressions of a cartwheel and a headstand. Demonstrate more complex actions with a good level of strength and technique. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
Compete/Perform						
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform their own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement that showcases different

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	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluate						
Talk about what they have done. 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.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate their own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.