

Gymnastics Progression of Skills		
<b>Reception</b>	<b>40-60</b>	Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.
	<b>ELG</b>	Children show good control in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
	<b>Exceeding</b>	Hops confidently in time to music. Demonstrates good control of body when using large or small apparatus.
<b>Year 1</b>	<b>Wisdom</b>	Decide which supporting concepts and actions to add to their sequence
	<b>Perseverance (Skill)</b>	Use words such as rolling, travelling, balancing, climbing
		Safely move and carry basic gym equipment such as mats and benches
		Recognise like actions and link them together
		Perform simple gymnastic actions and shapes
		Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping
		Make their body tense, relaxed, stretched and curled
		Begin to perform in unison and canon
	<b>Compassion</b>	Move on, off and over object with confidence
		Communicate with a partner to create short sequence
<b>Year 2</b>	<b>Wisdom</b>	Comment on aspects of own and others' performances
		Perform with control and consistency basic actions at different speeds and on different levels

STOKENCHURCH PE PROGRESSION OF SKILLS - GYMNASTICS

	<b>Perseverance</b>	Create and perform a simple sequence
		Show contrasts in gymnastics shapes and actions
		Work to improve flexibility and strength
		Attempt to use rhythm whilst performing a sequence
		Use core strength to link gymnastic elements e.g. back support and half twist
		Begin to perform in unison and canon
		Remember and repeat sequences
	<b>Compassion</b>	Reflect on own performance and use scoring system to judge performance
		Develop character and maturity to work in close proximity with others
<b>Year 3</b>	<b>Wisdom</b>	Modify actions independently using different pathways, directions and shapes
		Identify similarities and differences in sequences
	<b>Perseverance (Skill)</b>	Perform sequences with contrasting actions
		Show strength and flexibility to shapes and actions being performed
		Remember and repeat sequences
		Adapt basic sequences to include some apparatus
		Develop the use of canon and unison.
Develop body management over a range of floor exercises		
<b>Compassion</b>	Comment on others' gymnastics sequences describing what they did well	
	Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle	
<b>Year 4</b>	<b>Wisdom</b>	Decide on ways to improve a piece of work using compositional elements and implement changes

STOKENCHURCH PE PROGRESSION OF SKILLS - GYMNASTICS

		Apply a broader range of more challenging skills executed with precision
	<b>Perseverance (Skill)</b>	Perform actions such as balance, body shapes and flight with control
		Develop an increased range of body actions and shapes to use in longer, more complex sequences
		Identify 'core muscles' and use them to improve quality of shapes and actions
		Confidently use cannon and unison
		Show smooth transitions and flow in sequences
	<b>Compassion</b>	Adapt actions and sequences to work with partners and small groups
		At key points, compare their performances to previous ones
<b>Year 5</b>	<b>Wisdom</b>	Selects a component for improvement and use guidance from others to do so
		Explain the significance of a warmup and how it relates to gymnastics activity
	<b>Perseverance (Skill)</b>	Create longer and more complex sequences and adapt their performances
		Follow, copy and repeat others' actions
		Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions
		Attempt to perform more complex skills in isolation such as round-off
		Begin to independently use cannon and unison within sequences
		Remember and repeat longer sequences with more difficult actions such as cartwheels and shoulder rolls
	<b>Compassion</b>	Work responsibly in trust exercises and when counterbalancing
		Perform symmetry and asymmetry individually, in pairs and as a group

<b>Year 6</b>	<b>Wisdom</b>	Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria
	<b>Perseverance (Skill)</b>	Perform increasingly complex sequences
		Compose and practise actions and relate to music
		Experience flight on and off of apparatus
		Independently use cannon and unison within sequences
		Show clarity, fluency, accuracy and consistency in their movements
	<b>Compassion</b>	Lead group warm up demonstrating the importance of strength and flexibility
Work independently and in small groups to make up sequences to perform to an audience		
Refer to the key skills list below for the progression in the specific skills.		

Progression of key gymnastic skills:

Jumps/Leaps	Rolls	Other acrobatic moves
Stretch jump Star jump	Egg roll Log roll	Bent leg cartwheel Cartwheel

STOKENCHURCH PE PROGRESSION OF SKILLS - GYMNASTICS

Tuck jump Cat leap jump ½ turn 1/1 turn Stag leap jump Tuck jump ½ turn Cat leap ½ turn Scissor kick Straddle jump Pike jump W-hop	Rocking backwards and forwards Side roll Forward roll Dish-Arch log roll Teddy bear roll Backward roll Angel roll	Cartwheel ¼ turn Round off Dive cartwheel
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**Characteristics displayed by greater depth children in PE**

*Assessing children as Greater Depth in P.E is often difficult. Whilst one child may excel in Sports, they may not demonstrate the same ability in Gymnastics. Therefore, when making an overall judgment on Greater Depth it needs to be a best-fit policy across all disciplines. Teachers should consider the following core values and beliefs when assessing whether a pupil is greater depth. Greater depth children will be:*

- Children who take part in after-school sports clubs both in school and external clubs.
- Children who have been selected to represent their county, team or higher.
- Children who have been awarded trophies and certificates.
- Children who have the confidence to lead others.
- Children who understand what it means to live a fit and healthy lifestyle – and lead one themselves to some extent.
  - Why do we warm up and cool down?
  - Why does our heart pump faster?
  - What muscles are being used in different skills?
- Children who excel in a variety of sports and show great enthusiasm when taking part in physical activity.
- Enjoys the task of learning new skills and applies them quickly.
- A high natural ability.
- Children who can transfer skills previously taught from one sport-based context to another.

- Children who display a good understanding of the rules.
- Children who can use and change tactics within games.
- Children who are able to set themselves personal challenges (independently) and achieve them (independently or with support).
- Children who work very well as part of a team and show great sportsmanship – being encouraging of others,
- Children who can perform well in a competitive format.