

PHYSICAL EDUCATION – GYMNASTICS

CURRICULUM MAP AND SKILLS PROGRESSION

<p>Early Years Outcomes</p> <p>The main Early Years Outcomes covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 4o-6o) • Children show good control and co-ordination in large and small movements. (PD – M&H ELG) • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 4o-6o) • Experiments with different ways of moving. (PD M&H 4o-6o) • They move confidently in a range of ways, safely negotiating space. (PD M&H ELG) 	<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Skill	Rolls	
EYFS	* Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	
Year 1 and Year 2	<ul style="list-style-type: none"> * Log roll (controlled) * Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) 	<ul style="list-style-type: none"> * Log roll (controlled) * Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) * Rocking for forward roll Crouched forward roll
Year 3 and Year 4	<ul style="list-style-type: none"> * Crouched forward roll Forward roll from standing Tucked backward roll 	<ul style="list-style-type: none"> * Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle
Year 5 and Year 6	<ul style="list-style-type: none"> * Forward roll from standing Straddle forward roll * Pike forward roll Tucked backward roll * Backward roll to straddle 	<ul style="list-style-type: none"> * Forward roll from standing Straddle forward roll * Pike forward roll Dive forward roll Tucked backward roll * Backward roll to straddle Backward roll to standing pike Pike backward roll

Skill	Jumps	
EYFS	* Straight jump Tuck jump Jumping Jack Half turn jump	
Year 1 and Year 2	<ul style="list-style-type: none"> * Straight jump Tuck jump Jumping jack Half turn jump Cat spring 	<ul style="list-style-type: none"> * Straight jump Tuck jump Jumping jack Half turn jump Cat spring * Cat spring to straddle
Year 3 and Year 4	<ul style="list-style-type: none"> * Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump * Straight jump half-turn Cat leap 	<ul style="list-style-type: none"> * Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump * Straight jump half-turn Straight jump full-turn Cat leap * Cat leap half-turn
Year 5 and Year 6	<ul style="list-style-type: none"> * Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump * Straight jump half-turn Straight jump full-turn Cat leap * Cat leap half-turn Split leap 	<ul style="list-style-type: none"> * Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump * Straight jump half-turn Straight jump full-turn Cat leap * Cat leap half-turn Cat leap full-turn Split leap * Stag leap

Skill	Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table	
EYFS		
Year 1 and Year 2	<ul style="list-style-type: none"> * Straight jump off springboard 	<ul style="list-style-type: none"> * Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard
Year 3 and Year 4	<ul style="list-style-type: none"> * Hurdle step onto springboard Squat on vault * Star jump off Tuck jump off Straddle jump off Pike jump off 	<ul style="list-style-type: none"> * Hurdle step onto springboard Squat on vault * Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off
Year 5 and Year 6	<ul style="list-style-type: none"> * Hurdle step onto springboard Squat on vault * Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off * Squat through vault 	<ul style="list-style-type: none"> * Hurdle step onto springboard Squat on vault * Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off * Squat through vault Straddle over vault

Skill	Handstands, Cartwheels and Round-offs	
EYFS	<ul style="list-style-type: none"> * Bunny hop 	
Year 1 and Year 2	<ul style="list-style-type: none"> * Bunny hop * Front support wheelbarrow with partner 	<ul style="list-style-type: none"> * Bunny hop * Front support wheelbarrow with partner T-lever * Scissor kick
Year 3 and Year 4	<ul style="list-style-type: none"> * Handstand * Lunge into handstand Cartwheel 	<ul style="list-style-type: none"> * Lunge into handstand * Lunge into cartwheel
Year 5 and Year 6	<ul style="list-style-type: none"> * Lunge into handstand * Lunge into cartwheel * Lunge into round-off 	<ul style="list-style-type: none"> * Lunge into cartwheel * Lunge into round-off * Hurdle step * Hurdle step into cartwheel Hurdle step into round-off

Skill	Travelling & Linking Actions	
EYFS	* Tiptoe, step, jump and hop	
Year 1 and Year 2	<ul style="list-style-type: none"> * Tiptoe, step, jump and hop Hopscotch * Skipping Galloping 	<ul style="list-style-type: none"> * Tiptoe, step, jump and hop Hopscotch * Skipping Galloping * Straight jump half-turn
Year 3 and Year 4	<ul style="list-style-type: none"> * Tiptoe, step, jump and hop Hopscotch * Skipping Chassis steps * Straight jump half turn Cat leap 	<ul style="list-style-type: none"> * Tiptoe, step, jump and hop Hopscotch * Skipping Chassis steps * Straight jump half turn Straight jump full turn Cat leap * Cat leap half turn Pivot
Year 5 and Year 6	<ul style="list-style-type: none"> * Tiptoe, step, jump and hop Hopscotch * Skipping Chassis steps * Straight jump half turn Straight jump full turn Cat leap * Cat leap half turn Pivot 	<ul style="list-style-type: none"> * Tiptoe, step, jump and hop Hopscotch * Skipping Chassis steps * Straight jump half turn Straight jump full turn Cat leap * Cat leap half turn Cat leap full turn Pivot

Skill	Shapes and Balances	
EYFS	* Standing balances	
Year 1 and Year 2	<ul style="list-style-type: none"> * Standing balances Kneeling balances * Pike, tuck, star, straight, straddle shapes 	<ul style="list-style-type: none"> * 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
Year 3 and Year 4	<ul style="list-style-type: none"> * Large and small body part balances, including standing and kneeling balances * Balances on apparatus * Matching and contrasting partner balances * Pike, tuck, star, straight, straddle shapes Front and back support 	<ul style="list-style-type: none"> * 1, 2, 3 and 4- point balances Balances on apparatus * Balances with and against a partner * Pike, tuck, star, straight, straddle shapes * Front and back support
Year 5 and Year 6	<ul style="list-style-type: none"> * 1, 2, 3 and 4- point balances Balances on apparatus * Part body weight partner balances * Pike, tuck, star, straight, straddle shapes * Front and back support 	<ul style="list-style-type: none"> * 1, 2, 3 and 4- point balances * Balances on apparatus * Develop technique, control and complexity of part-weight partner balances * Group formations * Pike, tuck, star, straight, straddle shapes * Front and back support

Skill	Compete / Perform	
EYFS	<ul style="list-style-type: none"> * Control my body when performing a sequence of movements. * Participate in simple games. 	
Year 1 and Year 2	<ul style="list-style-type: none"> * Perform using a range of actions and body parts with some coordination. * Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> * Perform sequences of their own composition with coordination. * Perform learnt skills with increasing control.
Year 3 and Year 4	<ul style="list-style-type: none"> * Develop the quality of the actions in their performances. * Perform learnt skills and techniques with control and confidence. * Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> * Perform and create sequences with fluency and expression. * Perform and apply skills and techniques with control and accuracy.
Year 5 and Year 6	<ul style="list-style-type: none"> * Perform own longer, more complex sequences in time to music. * Consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> * Link actions to create a complex sequence using a full range of movement. * Perform the sequence in time to music. * Perform and apply a variety of skills and techniques confidently, consistently and with precision. * Begin to record their peers' performances, and evaluate these.

Skill	Evaluate	
EYFS	<ul style="list-style-type: none"> * Talk about what they have done. * Talk about what others have done. 	
Year 1 and Year 2	<ul style="list-style-type: none"> * Watch and describe performances. * Begin to say how they could improve. 	<ul style="list-style-type: none"> * 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.
Year 3 and Year 4	<ul style="list-style-type: none"> * Watch, describe and evaluate the effectiveness of a performance. * Describe how their performance has improved over time. 	<ul style="list-style-type: none"> * Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. * Modify their use of skills or techniques to achieve a better result.
Year 5 and Year 6	<ul style="list-style-type: none"> * Choose and use criteria to evaluate own and others' performance. * Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> * Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.