

Scholar Green Primary School
P.E Progression Model - Gymnastics

	Knowledge	Skills	Vocabulary
1	<ul style="list-style-type: none"> How to carry and place equipment Know how their body feels when still and exercising How to describe what others have done 	<ul style="list-style-type: none"> Explore gymnastic actions and still shapes (straight/tucked/star/straddle/pike) Move confidently and safely in their own space Monkey walk bent legs and arms extended To be able to travel on a bench Rolling – Pencil/Egg Be able to use change of speed and direction Copy or create movement phrases with beginning, middle and ends using a range of body parts Watch, copy and describe what others have done 	<p>Actions (WHAT) – TRAVEL, STRETCH, TWIST, TURN, JUMP, SPIN, STRAIGHT, STAR,TUCKED,STRADDLE,PIKE</p> <p>Space – (WHERE) – DIRECTION FORWARDS, BACKWARDS, SIDEWAYS, HIGH, LOW</p> <p>Dynamics (HOW) – Speed quickly/slowly/flow</p>
2	<ul style="list-style-type: none"> Recognise and describe what their bodies feel like during different types of activity Know how to lift, move and place equipment safely Know how to link movements together Know what an arch and dish shape looks like 	<ul style="list-style-type: none"> Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. To balance on isolated parts of the body using the floor and hold balance (BACK/FRONT/SIDE/BOTTOM) 	<p>Composition</p> <p>Combination</p> <p>Body shape</p> <p>Balance</p> <p>Control</p> <p>Precision</p> <p>Arch</p> <p>Dish</p> <p>Tension</p>

		<ul style="list-style-type: none"> • Caterpillar walk – hips raised so arms and legs can be extended • Bunny Hop – Transfer weight to hands • Rolling – Dish Roll/Begin forward roll • Choose, use and vary simple compositional ideas and sequences they create and perform • Improve their work using information they have gained by watching, listening and investigating 	Extension Core
3	<ul style="list-style-type: none"> • Recognise and describe the short term effects of exercise on the body during different activities. • Know the importance of suppleness and strength • Know how their performance has improved 	<ul style="list-style-type: none"> • Consolidate and improve the quality of their actions, body shapes and balances (1/2/3/4) POINTS and their ability to link movements (copy, remember, repeat, explore) – FRONT SUPPORT AND BACK SUPPORT. • To explore jumping techniques and to link them with previous learnt gymnastic actions. Add in a quarter jump to a turn before landing. • To work with a partner or a small group to create a sequence that develops jumping skills (5 different jump types) • Rolling- Full forward roll 	Repeat Link Control sequence

		<ul style="list-style-type: none"> • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. • Describe and evaluate the effectiveness and quality of a performance 	
4	<ul style="list-style-type: none"> • Know how the body reacts during different types of activity and how this affects the way they perform. • Know how performances could be improved • Know a range of compositional devices – Unison and Canon • Know what a symmetrical and asymmetrical body shape is. • To know what a counter balance looks like 	<ul style="list-style-type: none"> • Develop the range of actions, body shapes and balances (including in a performance) – balance on floor and apparatus exploring which body parts are safest to use. • To identify and practise symmetrical and asymmetrical body shapes • To use counterbalances in a sequence of movement • Perform skills and actions more accurate and consistently – learn how to perform a stag jump. Perform a half turn in jumps before landing. • Rolling – begin backwards roll • Create gymnastic sequences that meet a theme or set of conditions • Use compositional devices when creating their sequences – changes in speed, level and direction. 	Co-ordination Control Symmetrical Asymmetrical Counterbalance Unison Canon

		<ul style="list-style-type: none"> Describe their own and others work, making simple judgements about the quality of performances 	
5	<ul style="list-style-type: none"> Know and understand the basic principles of warming up and why it is good for good quality performance. Know and understand why physical activity is good for their health. Know the names of muscles in body tension exercises Know a range of compositional devices – counter balance & counter tension 	<ul style="list-style-type: none"> Perform actions, shapes and balances consistently and fluently in specific activities. Mirror and match a partner's balance. Explore and develop control in taking some/all of a partner's weight using counter-balance and counter-tension. To use and refine the following skills: flexibility, strength, balance, power and mental focus. Begin to take more weight on hands when performing a handstand. Develop a sideways bunny hop to cartwheeling action Rolling – Different starting and finishing positions when rolling (straddle etc) Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations Choose and use information and basic criteria to evaluate their own and others work. 	<p>Accurately Appropriately Precision Control Fluency Flexibility Strength Mental focus Bridging Dynamic Counter-balance Counter-tension</p>

6	<ul style="list-style-type: none"> • Know a range of compositional devices • Understand why warming up and cooling down are important. • Understand why exercise is good for health, fitness and well-being and how to become healthier themselves. • Know what momentum is and how it enables rolls 	<ul style="list-style-type: none"> • Combine and perform gymnastic action, shapes and balances more fluently and effectively across activity areas and apparatus. • To be able to perform a handstand & cartwheel • Make symmetrical and asymmetrical shapes in the air before landing. • Rolling – Explore symmetry and asymmetry when rolling • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. • Carry out warm ups safely and effectively • Evaluate their own and others' work and suggest ways of making improvements. 	<p>Techniques</p> <p>Consistently</p> <p>Precision</p> <p>Control</p> <p>Fluency</p> <p>Refine</p> <p>inversion</p>
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