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| **Gymnastics Progressions of skills** | | | |
| **KS2 National Curriculum Aims**   * 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] * Perform dances using a range of movement patterns * Take part in outdoor and adventurous activity challenges both individually and within a team * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | **KS2 National Curriculum Aims**  The main KS2 national curriculum aims covered in the Gymnastics units are:  • Develop flexibility, strength, technique, control and balance.  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 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.  Demonstrate  increased flexibility  and extension in  their actions.  Choose actions that  flow well into one  another both on  and off apparatus.  **Skills**  **Shapes**: explore matching and contrasting shapes.  **Balances**: explore point and patch balances and transition smoothly into and out of them.  **Rolls**: develop the straight, barrel, and forward roll.  **Jumps**: develop stepping into shape jumps with control.  **Knowledge**  **Shapes**: understand how to use body tension to make my shapes look better.  **Balances**: understand that I can make my balances look interesting by using different levels.  **Rolls**: understand the safety considerations when performing more difficult rolls.  **Jumps**: understand that I can change the take off and shape of my jumps to make them look interesting.  **Strategy**: know that if I use different levels it will help to make my sequence look interesting. | Use body tension to  perform balances both  individually and with a  partner  Demonstrate increasing  strength, control and  technique when taking  own and others weight.  Demonstrate  increased flexibility  and extension in  more challenging  actions.  Plan and perform  sequences showing  control and technique  with and without a  partner.  **Skills**  **Shapes**: develop the range of shapes I use in my sequences. **Inverted movements**: develop strength in bridge and shoulder stand.  **Balances**: develop control and fluency in individual and partner balances.  **Rolls**: develop the straight, barrel, forward and straddle roll and perform them with increased control.  **Jumps**: develop control in performing and landing rotation jumps.  **Knowledge**  **Shapes**: understand how shapes can be used to improve my sequence.  **Inverted movements**: know that inverted movements are actions in which my hips go above my head.  **Balances**: know how to keep myself and others safe when performing partner balances.  **Rolls**: understand that I can keep the shape of my roll using body tension.  **Jumps**: know that I can control my landing by landing toes first, looking forwards and bending my knees.  **Strategy**: know that if I use different directions it will help to make my sequence look interesting. | Show increasing  control and balance  when moving from  one balance to  another.  Use strength to  improve the quality  of an action and the  range of actions  available.  Use flexibility  to improve the  quality of the actions  they perform as well  as the actions they  choose to link them.  Create and perform  more complex  sequences of actions  with a good level of  quality, control and  technique with and  without a partner.  **Skills**  **Shapes**: perform shapes consistently and fluently linked with other gymnastic actions.  **Inverted movements**: explore progressions of a cartwheel.  **Balances**: explore symmetrical and asymmetrical balances.  **Rolls**: develop control in the straight, barrel, forward, straddle and backward roll.  Jumps: select a range of jumps to include in sequence work.  **Knowledge**  **Shapes**: understand that shapes underpin all other skills.  **Inverted movements**: understand that sometimes I need to move slowly to gain control and other  times I need to move quickly to build momentum.  **Balances**: understand how to use contrasting balances to make my sequences look interesting.  **Rolls**: understand that I need to work within my own capabilities and this may be different to others.  **Jumps**: understand that I can use jumps to link actions and changing the shape of these will make my  sequence look interesting.  **Strategy**: know that if I use different pathways it will help to make my sequence look interesting | Combine and perform  more complex balances  with control, technique  and fluency.  Demonstrate more  complex actions with a  good level of strength  and technique.  Confidently transition  from one action to  another showing  appropriate control and  extension for the  complexity of the action.  Plan and perform  with precision,  control and fluency,  a sequence of  actions including a  wide range of skills.  **Skills**  **Shapes**: combine and perform gymnastic shapes more fluently and effectively.  **Inverted movements**: develop control in progressions of a cartwheel and a headstand.  **Balances**: explore counter balance and counter tension.  **Rolls**: develop fluency and consistency in the straddle, forward and backward roll.  **Jumps**: combine and perform a range of gymnastic jumps more fluently and effectively.  **Knowledge**  **Shapes**: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance.  **Balances**: know where and when to apply force to maintain control and balance.  **Rolls**: understand that I can use momentum to help me to roll and know where that momentum from. **Jumps**: understand that taking off from two feet will give me more height and therefore more time in the air.  **Strategy**: know that if I use changes in formation it will help to make my sequence look interesting. |