Progression of Knowledge and Skills through Gymnastics

Year Reception:

- I know how to do a standing straight shape, star shape and tuck with control.
- I know how to balance.
- I can hold these shapes for a count of 3.
- I can travel safely around a space and along a bench.
- I can link simple movements to create a short sequence.
- I can travel on my feet and both feet and hands safely around a space and over benches.
- I can perform a simple sequence of movements.

Other areas that may apply:

Focus on 5 fundamental movement skills: **Jumping** **Throwing** **Hopping** **Running** **Catching**	**FMS**	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and it groups. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
Gross motor skills	**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	

Progression of Knowledge and Skills through Gymnastics

PE Progression through Lancashire PE SOW: Gymnastic Type Activities - Year 1 and 2

	Year 1	Year 2
Aim of Gymnastic activities In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, *eg two jumps, or two rolls*. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, *eg a roll, jump and a shape*. They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.
Performance of skills - Progression	▸ Perform fundamental movement skills at a developing level in: Travelling skills. ▸ Perform body actions with some control and coordination	▸ Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills ▸ Perform body actions with control and coordination
Developing Physical Skills – Lancashire Scheme	▸ Shape – Wide, thin ▸ Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards. ▸ Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. ▸ Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. ▸ Jumping and Landing – 2 -2 for height ▸ Rolling - Rocking on back, pencil, egg rolls, ▸ Apparatus	▸ Shape – Wide, thin, dish, arch, tuck ▸ Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards. ▸ Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. ▸ Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. ▸ Jumping and Landing ▸ Rolling - Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. ▸ Apparatus
Application of skills – Lancashire Scheme (Core Task)	The 'Making shapes' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking **two** gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus	The 'Families of actions' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of **four** actions by linking a roll, a balance, a jump and travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They link the four actions together smoothly, choosing one action from each of the families of actions. The balance focus is large body parts – side, back, tummy, hips and shoulders
Character Education		

Progression of Knowledge and Skills through Gymnastics

PE Progression through Lancashire PE SOW: Gymnastic Type Activities – Year 3, 4, 5, and 6

	Year 3	Year 4	Year 5	Year 6
Aim of Educational Gymnastic Activities In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce extension. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children will learn develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.	Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.	Children use their knowledge of compositional principles, *eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus*, to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.
Progression of performance of skills	▸ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.	▸ Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control.	▸ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	▸ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	▸ Travel – i.e Feet & hands and feet ▸ Balance – i.e. small body parts ▸ Jump – i.e 2 foot jump and land ▸ Rolling – basic rolls ▸ Apparatus	▸ Travel – i.e Feet & hands and feet ▸ Balance – i.e. large body parts, dish and arch, one foot balance ▸ Jump – different shapes when jumping. Jump ¼ & ½ turn ▸ Rolling – basic rolls ▸ Apparatus	▸ Travel – i.e.Feet & hands and feet ▸ Balance – i.e. partner balance (counter balance) ▸ Jump – different ways of jumping and landing with shape ▸ Rolling – basic rolls ▸ Apparatus	▸ Travel – i.e.Feet & hands and feet ▸ Balance – i.e. partner and group balance (counter balance) ▸ Jump – different ways of jumping and landing with shape ▸ Rolling – basic rolls ▸ Apparatus
Application of skills – Lancashire Scheme (Core Task)	The 'Balancing act' core task involves children creating a gymnastic sequence with **six** actions on floor, mats and apparatus. The children develop a sequence on the floor and mats, before transferring it to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and a change in direction.	Create a sequence of **six** skills, which must include one roll, one jump and one balance. The 'Partner work' core task involves children creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.	The 'Acrobatic gymnastics' core task involves children creating and performing a **pair** sequence on floor, mats and apparatus that includes **three basic acrobatic balances** (a part-weight bearing balance, counter-tension and a counter-balance) **and up to six** other actions.	The 'Group dynamics' core task involves children working **in groups** of **four to six** to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus.