

Gymnastics Skills KS1 Progression Map

EYFS	Year 1	Year 2
	<p><b>Gym unit D: Flight Bouncing &amp; Landing</b></p> <p><b>Rolls</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• Jump from one foot to two feet and from one foot to the other foot</li> <li>• Understand how to land safely when jumping</li> <li>• Link two jumps with low-level movement</li> </ul> <p><b>Handstand, Cartwheels and Round-offs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Travelling:</b></p> <ul style="list-style-type: none"> <li>• Hop, bounce, spring and skip in different directions including forwards, sideways and backwards</li> <li>• Bounce using feet in different combinations and repeat a pattern of movements.</li> </ul> <p><b>Shapes and Balances:</b></p> <ul style="list-style-type: none"> <li>• Identify, describe and show 'thin' and 'wide' shapes</li> <li>• Understand high and low levels</li> </ul>	<p><b>Gym unit H: Parts high &amp; low</b></p> <p><b>Rolls</b></p> <ul style="list-style-type: none"> <li>• Use a variety of rolling to travel with the body close to the floor</li> </ul> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• Include a range of jumps when keeping body far away from the floor or apparatus</li> </ul> <p><b>Handstand, Cartwheels and Round-offs:</b></p> <ul style="list-style-type: none"> <li>• Take weight confidently on hands parts to lift feet high e.g. kicking horses</li> </ul> <p><b>Travelling:</b></p> <ul style="list-style-type: none"> <li>• Show various ways of travelling with the body close to or far away from the floor or apparatus (on feet, on hands and feet, crawling ,sliding wriggling)</li> </ul> <p><b>Shapes and Balances:</b></p> <ul style="list-style-type: none"> <li>• Travel and balance with different parts of the body being the highest point or closest to the ground including front and back support</li> <li>• Take weight confidently on hands and other body parts to lift feet high</li> <li>• Explore range of bridge balances</li> <li>• Plan and link 3 movements showing control and changes in speed</li> <li>• Travel underneath a partner holding a bridge balance</li> </ul>
	<p><b><u>Learning Objectives unit D: Flight Bouncing &amp; Landing</u></b></p> <p>LO Lesson 1: I can hop, bounce, spring and skip in different directions including forwards, sideways and backwards</p>	<p><b><u>Learning Objectives unit H: Parts high &amp; low</u></b></p> <p>LO Lesson 1: I can show ways of travelling with the body close to or far away from the floor (including jumps and rolls) or</p>

	<p>LO Lesson 2: I can jump from one foot to two feet and from one foot to the other foot. I can perform a straight jump from different levels and land safely (p144-147)</p> <p>LO Lesson 3: I can show thin and wide shapes. I can perform straight and star jumps showing stretched shapes</p> <p>LO Lesson 4: I can show straight stretched shapes and curled shapes. I can bunny hop (p185)</p> <p>LO Lesson 5: I can bounce high up and bounce close to the ground. I can link bouncing with straight or star jump (thin and wide)</p> <p>LO Lesson 6: I can log roll (p153). I can perform ¼ turns (and ½ turns) with control. I can link high and low level movements together</p>	<p>apparatus e.g. on feet, on hands and feet, crawling ,sliding wriggling</p> <p>LO Lesson 2: I can travel and balance with different parts of the body being the highest point or closest to the ground including front and back support</p> <p>LO Lesson 3: I can take weight confidently on my hands parts to lift feet high e.g. kicking horses. I can balance with my feet high</p> <p>LO Lesson 4: I can jump with a range of feet and hand positions (see card 7 p99)</p> <p>LO Lesson 5: I can explore different bridge shapes so that the highest part of my body changes (see card 8)</p> <p>LO Lesson 6: I can plan and link 3 movements showing control and changes in speed. I can travel underneath a partner holding a bridge balance.</p>
	<p><b>Gym unit E: Points &amp; Patches</b></p> <p><b>Rolls</b></p> <p><b>Jumps</b></p> <p><b>Handstand, Cartwheels and Round-offs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Travelling:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate different ways of travelling on small and large parts of the body</li> </ul> <p><b>Shapes and Balances:</b></p> <ul style="list-style-type: none"> <li>• Know which small body parts of the body can safely take weight</li> <li>• Show high and low balanced positions using different combinations</li> <li>• Balance upon large body parts and know how to vary the shape of the balance</li> <li>• Select two balances and link together showing control and change of speed</li> <li>• Make a simple balanced shape for a partner to step over or travel underneath</li> </ul>	<p><b>Gym unit I: Pathways, straight, zig zag and curving</b></p> <p><b>Rolls</b></p> <ul style="list-style-type: none"> <li>• Roll along straight pathways</li> </ul> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• Include jumps to change pathway e.g. half turn</li> </ul> <p><b>Handstand, Cartwheels and Round-offs:</b></p> <p><b>Travelling:</b></p> <ul style="list-style-type: none"> <li>• Show different pathways on the floor e.g. straight, zig-zag and curved and travel along them in different directions</li> <li>• Show an understanding of different speeds and levels</li> <li>• Identify appropriate movement to travel along different pathways</li> <li>• Observe and copy a partner in ‘follow the leader’ formation</li> <li>• Select and link three different ways of travelling to create interesting pathways. The sequence should have a clear beginning, middle and end</li> </ul> <p><b>Shapes and Balances:</b></p>

		<ul style="list-style-type: none"> <li>• Identify appropriate movement to travel along different pathways</li> <li>• Take weight on hands and feet e.g. front support and back support</li> </ul>
	<p><b><u>Learning Objectives unit E: Points &amp; Patches</u></b>  LO Lesson 1: I can find small body parts of the body that I can safely balance on (p201) These can include kneeling or standing balances  LO Lesson 2: I can combine high and low balanced positions using different small body parts  LO Lesson 3: Balance upon large body parts and know how to vary the shape of the balance. I can hold my body in a ‘tight’ and stretched position (Introducing the idea of body tension and extending limbs when balancing)  LO Lesson 4: I can perform a log roll (and straight legged log roll p153-154). I can balance on 2,3 or 4 points and change the balance (e.g. have back then front facing the floor). Good place to teach front support (p187)  LO Lesson 5: I can balance on different ‘patches’ /large body parts (p201) I can balance on my shoulders with feet higher than my head (p 202)  LO Lesson 6: I can travel quickly on ‘points’ and slowly on ‘patches’. I can make a simple balanced shape for a partner to step over or travel underneath</p>	<p><b><u>Learning Objectives unit I: Pathways, straight, zig zag and curving</u></b>  LO Lesson 1: I can travel in different straight pathways on the floor and apparatus including rolling  LO Lesson 2: I can travel in different zig-zag pathways on the floor and apparatus. I can include jumps to change direction (e.g. half turn, cat spring)  LO Lesson 3: I can travel in different curving pathways on the floor and apparatus. Change the level (spinning on different body parts and change the way you travel (feet, hands and feet etc.)  LO Lesson 4: I can run, jump turn and roll on different pathways. I can link these together to travel using different speeds  LO Lesson 5: I can travel using different steps e.g. Tiptoe, step, jump and hop, hopscotch, skipping. I can include a range of jumps  LO Lesson 6: I can observe and copy a partner in ‘follow the leader’ formation along different pathways.</p>
	<p><b><u>Year 1 Skills summary</u></b>  <b>Rolls:</b> Log roll, Curled side roll (egg roll), Teddy bear roll  <b>Jumps :</b> Straight jump, Tuck jump, Jumping Jack, Half turn jump  <b>Handstand, Cartwheels and Round-offs:</b> Bunny hop, Front support wheelbarrow with partner  <b>Travelling:</b> Tiptoe, step, jump and hop, hopscotch, skipping, galloping</p>	<p><b><u>Year 2 Skills summary</u></b>  <b>Rolls:</b> Log roll (controlled), Curled side roll (egg roll) (controlled), Teddy bear roll (controlled), Rocking for forward roll, Crouched forward roll  <b>Jumps :</b> Straight jump, Tuck jump, Jumping Jack, Half turn jump, Cat spring, Cat spring to straddle  <b>Handstand, Cartwheels and Round-offs:</b> Bunny hop, Front support wheelbarrow with partner, T-lever (beginning of handstand position), Scissor kick</p>

	<p><b>Shapes and Balances:</b> Standing balances, Kneeling balances, Pike, tuck, straight, straddle shapes</p>	<p><b>Travelling:</b> Tiptoe, step, jump and hop, hopscotch, skipping, galloping, straight jump half-turn</p> <p><b>Shapes and Balances:</b> Standing balances, Kneeling balances, Pike, tuck, straight, straddle shapes, large body part balance, Balances on apparatus, Balances with a partner, Front support, Back support</p>
	<p><b><u>Year 1 Vocabulary</u></b></p> <p><b>Log roll:</b> Roll sideways from back to front in a stretched position with legs together and arms stretched above head</p> <p><b>Curled side roll:</b> Curl up like an egg with the chin tucked in. Roll sideways from back to front in a curled position with knees tucked in. Keep the body tense</p> <p><b>Teddy bear roll:</b> Sit with wide and straight legs and hold them with hands. Pull one leg and arm upwards and roll onto shoulder. Roll across the back onto the other shoulder until the other leg rises up. Come back to a seated position with wide legs having completed a 180 turn. Keep the legs straight through out.</p> <p><b>Cat spring:</b> Jump forward to take weight on arms. Exit to stand.</p> <p><b>Front support wheel Barrow with partner:</b> Partner holds gymnast's thighs Gymnast walks on hands. Partner and gymnast walk in step. Gymnast controls the speed. Gymnast's back must not arch. Good body tension required</p>	<p><b><u>Year 2 Vocabulary</u></b></p> <p><b>Log roll:</b> Roll sideways from back to front in a stretched position with legs together and arms stretched above head</p> <p><b>Curled side roll:</b> Curl up like an egg with the chin tucked in. Roll sideways from back to front in a curled position with knees tucked in. Keep the body tense</p> <p><b>Cat spring (to straddle):</b> Jump forwards to take weight on hands and arms. Hips are kept high and feet are brought to outside of hands – aim to keep legs extended</p> <p><b>Lunge:</b> Start with feet together and step forward with one foot, bend lead leg and keep back leg straight. The front foot should be in front of the knee with foot slightly turned out</p> <p><b>T-lever:</b> Balance on two hands with a straight leg balance</p> <p><b>Scissor Kick:</b> Transfer of weight to hands, following on from T-lever , return weight to feet</p> <p><b>Crab support:</b> Sit on floor, reach back and place both hands on floor with fingers pointing towards toes, bend knees and push up, shoulder to knee should be a flat shape.</p> <p><b>Low bridge:</b> Lie on back with knees bent, feet close to bottom. Show good body tension and push up with hips through their legs – helps to do below</p> <p><b>Full back bend bridge:</b> As crab support but have fingers facing feet and head right back with stomach pushed up</p>

## CURRICULUM AREA: PE Gymnastics

### *Healthy hearts and happy minds*

At Mount Charles School, we want our children to be happier, healthier and stronger.

Through PE and Sport, we aim to inspire and encourage pupils to see exercise as essential to both their physical and mental health

### **Purpose of Study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Aims**

**The national curriculum for physical education aims to ensure that all pupils:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### **Subject content**

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:**

- 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.

**Mount Charles School progression map**

In KS1 children will children will be taught the following units during the year:

- Athletics,
- Dance,
- Games,
- Outdoor & Adventurous,
- Gymnastics

*Gymnastics skills can be broken down into specific areas. These are:*

- *Rolls*
- *Jumps*
- *Handstands, cartwheels and round offs (Taking weight on hands and feet in Val Sabin)*
- *Travelling (Taking weight on hands and feet in Val Sabin)*
- *Shapes and balances.*

*There is a progression of these skills with a guide on what to teach in each year group. Please note that the age range is a guide only. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a year 3 child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4,5 and 6.*

*Detailed guidance on how to teach the skill can be found towards the back of each Val Sabin book. The page number is signposted below.*

*While you may not wish to demonstrate some of these skills, there are lots of instructional videos online. It is also likely that you will have children that can demonstrate for you.*