

Gymnastics Knowledge Progression Map

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Gym unit D: Flight Bouncing & Landing Health & Fitness</p> <ul style="list-style-type: none"> • Be active throughout the lesson and willingly practice to improve • Know that breathing becomes quicker and the heart pumps faster • Feel that they become hot and tired after vigorous activity <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • Bounce , hop, spring and jump using a variety of take offs and landings • Observe, recognise and copy different body shapes 	<p>Gym unit H: Parts high & low Health & Fitness</p> <ul style="list-style-type: none"> • Know that regular exercise improves health, makes you feel good and helps the body to work well • See that different muscles and limbs are working hard and that faces look red after vigorous exercise <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • Travel and balance confidently showing different parts of the body high, or low • Demonstrate being close to or far away from the floor or apparatus • Show contrasts in speed and shape 	<p>Gym unit L: Stretching, Curling and Arching Health & Fitness</p> <ul style="list-style-type: none"> • Know that regular exercise improves health, makes you feel good and maintains a healthy body weight • Know that exercise can help you feel good about yourself and about being with others and can involve sharing and co-operation • Know that any skill should be learned and practiced in a progressive way <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • Travel and jump fluently and hold 	<p>Gym unit P: Balance Health & Fitness</p> <ul style="list-style-type: none"> • Know that exercise helps body parts (e.g. arms and legs) to work well • Know that exercise strengthens bones and muscles (including the heart) and helps keep joints flexible. • Know that any skill should be learned and practiced in a progressive way <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • Identify and use different body parts to balance on and know which combinations produce 	<p>Gym unit T: Bridges Health & Fitness</p> <ul style="list-style-type: none"> • Know and understand the reasons for warming-up and cooling down • Know that large working muscles need a supply of oxygen to keep going and that this is provided by faster breathing and heart rate. <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To use balancing on different body parts to create bridge shapes both as individuals and with a partner • To work co-operatively with a partner to improve the quality and 	<p>Gym unit X: Matching, Mirroring & Contrasting Health & Fitness</p> <ul style="list-style-type: none"> • Understand the importance of and carry out warm ups and cool downs safely and effectively • Know that temperature increases as muscles produce energy as heat and the body sweats in order to cool down and avoid overheating. <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • Understand, identify and demonstrate contrasting, matching & mirroring balances and movements

	<ul style="list-style-type: none"> • Link together two or more actions with control and be able to repeat them • Follow instructions to carry and place apparatus safely <p>Evaluating</p> <ul style="list-style-type: none"> • Observe and copy movements of others • Adapt work safely from floor to apparatus <p>Gym unit E: Points & Patches</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> • Be active throughout the lesson and willingly practice to improve • Know that breathing becomes quicker and the heart pumps faster • Feel that they become hot and 	<ul style="list-style-type: none"> • Link three movements together in a smoothly planned sequence • Lift carry and erect their own apparatus in a co-operative and safe manner <p>Evaluating</p> <ul style="list-style-type: none"> • Use appropriate vocabulary to describe what they and others are doing • Practice, in order to improve their quality and control • Understand what can be safely performed on apparatus and what cannot. <p>Gym unit I: Pathways, straight, zig zag and curving</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> • Know that regular exercise improves health, makes you 	<p>balanced positions demonstrating a variety of stretched and curled shapes</p> <ul style="list-style-type: none"> • To receive and transfer body weight safely in different situations • Create a sequence with a partner that shows an understanding of levels, directions and speeds • To adapt and transfer skills safely onto more complex apparatus at every stage of learning. • Begin to be responsible for the safe moving and set up of their own apparatus <p>Evaluating</p> <ul style="list-style-type: none"> • Describe what they intend to produce 	<p>stable/unstable bases</p> <ul style="list-style-type: none"> • To balance and show specific planned body shapes • To move into and from balances with control and accuracy • To create a sequence on balance showing planned variations in shape, speed and levels • Create and perform a sequence which combines four or more balances with travelling movements, jumps or rolls • Be responsible for the safe moving and set up of their own apparatus <p>Evaluating</p> <ul style="list-style-type: none"> • Understand what makes a good sequence 	<p>accuracy of their movements</p> <ul style="list-style-type: none"> • To make balances more challenging by making the bases smaller • To use body tension to produce quality balances <p>Evaluating</p> <ul style="list-style-type: none"> • Accept advice and use it in a reflective way to improve quality • Work independently and in pairs and small groups to create, practice, evaluate and improve a sequence <p>Gym unit U: Flight</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> • Know and understand the reasons for warming-up and cooling down • Know that large working muscles 	<ul style="list-style-type: none"> • To identify and use different spatial relationships with a partner e.g. follow the leader, side by side, back to back, meeting and parting • To work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence • To create symmetrical /asymmetrical balances using the above variety of relationships • Be responsible for the safe moving and set up of their own apparatus <p>Evaluating</p> <ul style="list-style-type: none"> • Accept advice and use it in a reflective way to improve quality • Work independently
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	<p>tired after vigorous activity</p> <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> To travel confidently and competently on different parts of the body including hands To hold still balance positions on large or small body parts To link two balances together Follow instructions to carry and place apparatus safely <p>Evaluating</p> <ul style="list-style-type: none"> Observe and copy movements of others Adapt work safely from floor to apparatus 	<p>feel good and helps the body to work well</p> <ul style="list-style-type: none"> See that different muscles and limbs are working hard and that faces look red after vigorous exercise <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Travel confidently and competently in different ways and on different body parts Understand and create different pathways and move in different directions Link together three different movements showing contrasts in speed and level Perform a limited range of skills with a partner Lift carry and erect their own apparatus in a co- 	<ul style="list-style-type: none"> Observe and describe movements of others in appropriate language. Describe how their performance has improved over time <p>Gym unit M: Symmetry & Asymmetry Health & Fitness</p> <ul style="list-style-type: none"> Know that regular exercise improves health, makes you feel good and maintains a healthy body weight Know that exercise can help you feel good about yourself and about being with others and can involve sharing and co-operation Know that any skill should be 	<ul style="list-style-type: none"> Be able to analyse why they like a sequence and use the information to practice and improve their own work. Understand how to move into and from a range of skills with control and accuracy <p>Gym unit Q: Receiving body weight Health & Fitness</p> <ul style="list-style-type: none"> Know that exercise helps body parts (e.g. arms and legs) to work well Know that exercise strengthens bones and muscles (including the heart) and helps keep joints flexible. Know that any skill should be learned and 	<p>need a supply of oxygen to keep going and that this is provided by faster breathing and heart rate.</p> <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> To understand and demonstrate the five basic jumps showing different shapes and directions in the air Show flight from feet to hands to feet To design and create a sequence using planned variations in levels, directions and pathways To sustain concentration and practise to improve the precision and fluency of their movement <p>Evaluating</p>	<p>and in pairs and small groups to create, practice, evaluate and improve a sequence</p> <ul style="list-style-type: none"> Understand the compositional principles of sequencing and be able to spot when they are absent <p>Gym unit Y: Synchronisation & Canon Health & Fitness</p> <ul style="list-style-type: none"> Understand the importance of and carry out warm ups and cool downs safely and effectively Know that temperature increases as muscles produce energy as heat and the body sweats in order to cool down and avoid overheating.
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		<p>operative and safe manner</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Use appropriate vocabulary to describe what they and others are doing • Practice, in order to improve their quality and control • Understand what can be safely performed on apparatus and what cannot. 	<p>learned and practiced in a progressive way</p> <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To understand and identify symmetry and asymmetry • To move and balance showing specific planned shapes and variations in speed and level • Perform a matching sequence side by side with a partner to show symmetrical and asymmetrical shapes • To adapt and transfer skills safely onto more complex apparatus at every stage of learning. • Begin to be responsible for the safe moving 	<p>practiced in a progressive way</p> <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To understand how different body parts are capable of transferring and receiving weight • To move into and from a range of skills with control and accuracy • To create sequences showing contrasts in shape, speed and level • Be responsible for the safe moving and set up of their own apparatus <p>Evaluating</p> <ul style="list-style-type: none"> • Understand what makes a good sequence • Be able to analyse why they like a sequence and use the information to practice and 	<ul style="list-style-type: none"> • Accept advice and use it in a reflective way to improve quality • Work independently and in pairs and small groups to create, practice, evaluate and improve a sequence 	<p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To understand, identify and use the terms synchronisation and canon • To travel rhythmically and develop timing with a partner or small group using synchronisation and canon • To move in different ways, starting & stopping at the same time and analyse synchronised movement • To adapt and develop movements and skills and work co-operatively with a partner or small group • To extend their understanding and use of levels,
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			<p>and set up of their own apparatus</p> <p>Evaluating</p> <ul style="list-style-type: none">• Describe what they intend to produce• Observe and describe movements of others in appropriate language.• Describe how their performance has improved over time	<p>improve their own work</p>		<p>speeds and pathways</p> <ul style="list-style-type: none">• To develop through work in two's to work in groups• Be responsible for the safe moving and set up of their own apparatus <p>Evaluating</p> <ul style="list-style-type: none">• Accept advice and use it in a reflective way to improve quality• Work independently and in pairs and small groups to create, practice, evaluate and improve a sequence• Understand the compositional principles of sequencing and be able to spot when they are absent
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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.

KS1 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.

KS2 Subject Content

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.

Pupils should be taught to:

- 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.