



## Our curriculum is designed to build resilience, ambition and respect

### PE – Gymnastics progression and overview

<p><b><u>National Curriculum – Purpose of study</u></b></p> <p>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.</p> <p>Aims - The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>	<p><b><u>PE at The Willows</u></b></p> <p>We want our curriculum to provide quality fitness education and a knowledge of fitness and healthy lifestyles for all children. By the end of Year 6, we want our children to be physically literate, confident (regardless of ability and fitness level), to be able to be part of a team and to have the opportunity to show leadership. Our children have the right to good quality PE teaching, the right to health and opportunity for competition. Children have a right to be able to access resources and equipment to enable them to build fitness, knowledge and confidence.</p> <p>Quality physical Education can develop the whole child:</p> <ul style="list-style-type: none"> <li>• Strengthening thinking and decision-making skills</li> <li>• Building and increasing confidence and self-esteem</li> <li>• Developing character and resilience</li> <li>• Enhancing their commitment and desire to improve</li> <li>• Allowing opportunities for enjoyment, fun and to be free-spirited</li> <li>• Fostering feelings of safety and security</li> </ul>
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<p><b><u>Early Years Outcomes in Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception)</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception)             <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency. (PD: Reception)</li> </ul> </li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)</li> <li>• Demonstrate strength, balance and coordination when playing. (PD: ELG)</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)</li> </ul>	<p><b><u>KS1 national curriculum aims covered in the Gymnastics units</u></b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> </ul>	<p><b><u>KS2 national curriculum aims covered in the Gymnastics units</u></b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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<b>Reception</b>			
	<b>Knowledge/overview</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>To develop confidence in fundamental movements</li> <li>To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>To develop coordination and gross motor skills</li> <li>To develop confidence in fundamental movements</li> <li>To learn and refine a variety of shapes, jumps, balances and rolls</li> <li>To link simple balance,</li> </ul>	Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions. Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	<b>Control</b> To be in charge of their body's movements  <b>Balance</b> To have stability by an even distribution of weight
<b>Body Management</b>	Explore balance and managing own body including manipulating small objects <ul style="list-style-type: none"> <li>Able to stretch, reach, extend in a variety of ways and positions</li> <li>Able to control body and perform specific movements on command</li> <li>Explore a variety of rolling, sliding and slithering.</li> <li>Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet</li> <li>Participate in a variety of small group co-operative activities</li> </ul>	Balance obstacle course. Work with others to move through hoops. Reach, stretch, and retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus. Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.	<b>Climb</b> To move upwards on apparatus Getting to the top of a table top  <b>Roll</b> To rotate the body across the floor
<b>Manipulation and co-ordination</b>	Send and receive a objects with different body parts. <ul style="list-style-type: none"> <li>Work with others to control objects in space.</li> <li>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>Coordinate similar objects in a variety of ways</li> <li>Differentiate ways to manoeuvre objects</li> <li>Skip in isolation and with rope</li> </ul>	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence. Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, and dribble. Use a baton to steer objects. Roll, spin, rota	<b>Apparatus</b> Specialist equipment used for gymnastics  <b>Stretch</b> Placing parts of the body in particular positions to elongate them and lengthen the muscle

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	<b>Knowledge/overview</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Identify and use simple gymnastics actions and shapes.</li> <li>• Apply basic strength to a range of gymnastics actions.</li> <li>• Begin to carry simple apparatus such as mats and benches.</li> <li>• To recognise 'like' actions and link them.</li> <li>• To perform a variety of basic gymnastics actions showing control.</li> <li>• To introduce turn, twist, spin, rock and roll and link these into movement patterns.</li> <li>• To perform longer movement phrases and link with confidence.</li> </ul>	Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over	<b>Sequence</b> Two or more actions one after the other  <b>Shape</b> The position or your body during a movement
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link gymnastic elements.</li> <li>• Perform with control and consistency basic actions at different speeds and on different levels.</li> <li>• Challenge themselves to develop strength and flexibility.</li> <li>• Create and perform a simple sequence that is judged using simple gymnastic scoring.</li> <li>• Develop body management through a range of floor exercises.</li> <li>• Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</li> <li>• Attempt to use rhythm while performing a sequence</li> </ul>	Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.	<b>Extension</b> Straightening a body part as far as possible  <b>Relaxation</b> The body returns to its normal state after an exercise
<b>Year 3</b>	Modify actions independently using different pathways, directions and shapes. <ul style="list-style-type: none"> <li>• Consolidate and improve the quality of movements and gymnastics actions.</li> <li>• Relate strength and flexibility to the actions and movements they are performing.</li> <li>• To use basic compositional ideas to improve sequence work.</li> <li>• Identify similarities and differences in sequences.</li> <li>• Develop body management over a range of floor exercises.</li> <li>• Attempt to bring explosive moves into floor work through jumps and leaps.</li> <li>• Show increasing flexibility in shapes and balances.</li> </ul>	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing , smooth transitions and extension	<b>Combinations</b> Putting different types of actions together in a sequence  <b>Explosive</b> Actions with maximum effort for a short period of time

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<p><b>Year 4</b></p>	<p>To become increasingly competent and confident to perform skills more consistently.</p> <ul style="list-style-type: none"> <li>• Able to perform in time with a partner and group.</li> <li>• Independently use compositional ideas in sequences such as changes in height, speed and direction.</li> <li>• Develop an increased range of body actions and shapes to include in a sequence.</li> <li>• Define muscles groups needed to support the core of their body.</li> <li>• Refine taking weight on small and large body parts, for example, hand and shoulder.</li> </ul>	<p>Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.</p>	<p><b>Contrasting</b> Two actions that are opposite to each</p> <p><b>Fluency</b> An action or sequence with control and momentum</p>
<p><b>Year 5</b></p>	<p>Create longer and more complex sequences and adapt performances.</p> <ul style="list-style-type: none"> <li>• Take the lead in a group when preparing a sequence.</li> <li>• Develop symmetry individually, as a pair and in a small group.</li> <li>• Compare performances and judge strengths and areas for improvement.</li> <li>• Select a component for improvement. For example - timing or flow.</li> <li>• Take responsibility for own warm-up including remembering and repeating a variety of stretches.</li> <li>• Perform more complex actions, shapes and balances with consistency.</li> <li>• Use information given by others to improve performance.</li> </ul>	<p>Symmetry &amp; asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels &amp; round offs. Performing pathways. Devising warm-ups</p>	<p><b>Aesthetics</b> How an action or sequence looks to somebody watching</p> <p><b>Flexibility</b> The range of movement around a joint</p>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Lead group warm-up showing understanding of the need for strength and flexibility.</li> <li>• Demonstrate accuracy, consistency, and clarity of movement.</li> <li>• Work independently and in small groups to make up own sequences.</li> <li>• Arrange own apparatus to enhance work and vary compositional ideas.</li> <li>• Experience flight on and off of high apparatus.</li> <li>• Perform increasingly complex sequences.</li> <li>• Combine own ideas with others to build sequences.</li> <li>• Compose and practise actions and relate to music.</li> <li>• Show a desire to improve across a broad range of gymnastics actions.</li> </ul>	<p>Prepare for vaulting. Dismounting from height. Flight in unison &amp; cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>	<p><b>Asymmetry</b> When shape of the body is different on each side</p> <p><b>Symmetry</b> When shape of the body is the same on each side</p>