



# NORTH DOWNS PRIMARY SCHOOL

## Gymnastics Progression Grid

<b>Early Years Outcome</b> <b>Physical Development</b> <b>ELG: Gross Motor Skills</b> Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<b>KS1 National Curriculum Aims</b> The main KS1 national curriculum aims covered in the Gymnastics units are:  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	<b>KS2 National Curriculum Aims</b> The main KS2 national curriculum aims covered in the Gymnastics units are:  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  Compare their performances with previous ones and demonstrate improvement to achieve their personal best
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and understanding of Fitness &amp; Health - Heart</b>						
Know how to make their body curled and stretched	Make their body tense, relaxed, stretched and curled.	Describe what their bodies feel like during and after gymnastic activity.	Explain how strength and suppleness affect performance. Identify some muscle groups used in gymnastic activities; Suggest warm-up activities.	Understand that strength and suppleness can be improved.	Understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities.	Understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing.
<b>Acquiring and Developing Skills in Gymnastics - Hands</b>						
Demonstrate strength, balance and coordination	Show basic control and coordination when travelling and when remaining still. Choose and link 'like' actions; remember and repeat these actions accurately and	Perform the basic gymnastic actions with coordination, control and variety	Use a greater number of their own ideas for movements in response to a task.	Perform actions, balances, body shapes and agilities with control;	Create, practise and refine longer, more complex sequences for a performance, including changes	Combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movement.

Can jump, climb, skip, hop.	consistently; Find and use space safely, with an awareness of others. Identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing .			Adapt their .movements to the apparatus.	in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and idea. Adapt their performance to the demands of a task, using their knowledge of composition.	In pairs, prepare a sequence to be performed to an audience
Selecting and applying Compositional Ideas - Hands						
Negotiate space and obstacles safely, with consideration for themselves and others	Copy actions and movement sequences with a beginning, middle and end.	Plan and repeat simple sequences of actions; show contrasts in shape.	Choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus	Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement.	Create, practise and refine longer, more complex sequences for a performance .	Make up longer, more complex sequences, including changes of direction, level and speed. Develop their own solutions to a task by choosing and applying a range of compositional principle.;
Evaluating and Improving Performance - Head						
	Describe what they do in their movement phrases.	Describe what they and others have done Say why they think gymnastic actions are being performed well.	Compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved.	Recognise criteria that lead to improvement, e.g. changing a level. Watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance.	Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.	Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving. .