

PROGRESSION MAPPING				GYMNASTICS			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
KEY SKILLS	<ul style="list-style-type: none"> Move to music or other stimulus. Copy moves, positions, statues Perform basic travelling actions on various body parts. Move around the space safely. 	<ul style="list-style-type: none"> I can copy some movements. I can jump in different ways. I can change my body shape in lots of different ways. 	<ul style="list-style-type: none"> I can explore, copy, and repeat simple skills and actions. I can remember and repeat simple sequences in gym. I can copy and remember actions in a sequence. I am beginning to move with increasing control and care. I can make a short sequence by putting some movements together. I can make simple moves with increasing control and coordination. 	<ul style="list-style-type: none"> I can move across a room in different ways and with an awareness of space and others. I can make increasingly clear and fluent movements. I can show contrast in shape and movement. I understand different uses of tense, relax, stretch, curl in movement. I can improvise with ideas and movements. I can copy, remember, repeat, and explore simple actions and movements with control and coordination. I am beginning to sequence moves and link actions. I am beginning to choose movement to show ideas. 	<ul style="list-style-type: none"> I can move in an increasingly coordinated way. I can control take-off and landing when jumping. I can show increasing control in balance and agility. I can use movements to communicate an idea, using expression and conveying emotion. I can refine movements into increasingly complex sequences. I can cooperate with others to form sequences. I can use different parts of the body for different effects. 	<ul style="list-style-type: none"> I can show control and coordination in travel and balance. I can perform a range of jumps, showing control. I can show increasing fluency in movements. I can make good use of creativity and imagination when composing sequences in dance or gym. I can use movement expressively, to convey an idea, mood or feeling. I can combine changes of shape, speed and level in a sequence. I can apply skills, and actions and ideas with increasing coordination and control. 	<ul style="list-style-type: none"> I can demonstrate precision, control and fluency. I can sustain movements over a longer period of time. I can convey expression and emotion in performance. I can use changes in and combinations of direction, level and speed within increasingly complex sequences. I can plan, perform and repeat sequences, including changes in speed and level.

SUBSIDIARY SKILLS	EVALUATING	<ul style="list-style-type: none"> I can talk about what I enjoyed doing. I can suggest simple improvements. I can see how my work is similar to and different from other children. I can suggest ways to improve my own work and my friend's work. 	<ul style="list-style-type: none"> I understand the importance of warming up and cooling down. I understand how performances can be improved, through practice and reflection. I can talk about differences between my own and others' actions. 	<ul style="list-style-type: none"> I can independently prepare for exercise, and use cooling down techniques. I can modify and refine my skills and techniques to improve any performance. I use a range of criteria to judge my own and others' work.
	FUNDAMENTALS & MOTOR	Opportunities to practice, refine and master... <ul style="list-style-type: none"> locomotor skills of running, jumping, hopping, stopping, turning, rolling, sliding, leaping, dodging, galloping. stability skills such as twisting, balancing, strength, balance, agility and co-ordination. The 7 primal movements: twist, push, pull, bend, squat, lunge, gait. How to negotiate space and obstacles safely, with consideration for themselves and others. 		Opportunities to... <ul style="list-style-type: none"> Use and apply fundamental movement skills in creative and innovative ways. Further develop motor competence with precision movements and increased body awareness and control.
SUPPLEMENTARY KNOWLEDGE		1. Gymnastics is a sport which involves doing exercises which need strength, flexibility, balance and control. 2. Gymnastics are not just for girls they can also be for boys as well. 3. The Ancient Greeks prepared their young men for war by doing gymnastics.	1. There are 6 types of gymnastics: Artistic, Rhythmic, Trampoline, Power Tumbling, Acrobatics, and Aerobics. 2. Olympic gymnastics is divided into three categories: artistic, rhythmic and trampoline. 3. Gymnastics is a Summer Olympic sport.	
KEY VOCABULARY		1. BODY MANAGEMENT <ul style="list-style-type: none"> Rebound Jumps Tucked Dish Arch Splits: Right, Box, Left Straddle Sit 2. FLOOR EXERCISE <ul style="list-style-type: none"> Crouch Teddy Bear Roll Step Turn Rocking Bounce Twist 3. Vault <ul style="list-style-type: none"> Approach Hurdle step Flight Landing Finish 	KS1 Vocabulary + 1. BODY MANAGEMENT <ul style="list-style-type: none"> Single Bounce Skips Dish: one leg, half lever, towards japana Shoulder Flexibility Broad Jump 2. FLOOR EXERCISE <ul style="list-style-type: none"> Arabesque Pivot Cartwheel Tumbling Line Handstand 3. Vault <ul style="list-style-type: none"> Travel Take off Stretch Tuck 	KS1/LKS2 Vocabulary + 1. BODY MANAGEMENT <ul style="list-style-type: none"> Dish: japana Bridge Press Up 2. FLOOR EXERCISE <ul style="list-style-type: none"> Side Scale Consecutive Elements Sequence Bridge 3. Vault <ul style="list-style-type: none"> Rebound Flight on Flight off

KEY CONCEPTS	APPARATUS	What is used to enhance the gymnastic performance? <ol style="list-style-type: none"> 1. Floor mat 2. Spring board 3. Balance beams 4. Benches 5. Climbing apparatus
	SPACE	Where is movement performed? <ol style="list-style-type: none"> 1. Place: self-space/general space (also called personal/shared) 2. Size: big/small, near/far 3. Level: high, middle, low 4. Direction: forward, backward, right, left, up, down, diagonal 5. Pathway: curved, straight, zig zag 6. Focus: single focus or multi focus
	TIME	When is movement performed? <ol style="list-style-type: none"> 1. Speed: fast or slow 2. Rhythm: beat, pattern, and tempo
	FORCE	How is movement performed? <ol style="list-style-type: none"> 1. Energy: sharp (sudden) or smooth(sustained) 2. Weight: strong or light 3. Flow: free or bound 4. Landing: safely, balanced, in control
	BODY	What is being used to perform? <ol style="list-style-type: none"> 1. Parts: head, neck, arms, wrists, elbows, hands, fingers, pelvis, spine, torso, legs, knees, feet, toes, ankles, heels, shoulders, etc. 2. Shapes: curved, straight, angular, twisted, symmetrical, asymmetrical 3. Relationships: body parts to body parts, individuals to groups, body parts to objects, individuals to groups and objects, individuals and groups to the room/space; mirroring, shadowing, meeting, parting, above, below, under, over, alone, connected, etc. 4. Balance: on/off balance
	FORM	How is a routine structured? <ol style="list-style-type: none"> 1. ABA: a= one phrase, b= another 2. Recurring theme: theme in variation (ABACA, ABBC), canon, and round 3. Abstract: a geometrical form, not representational 4. Suite: moderate beginning, slow middle, fast end 5. Broken Form: unrelated ideas, often used for humour

The importance of knowledge in Gymnastics

1. **Declarative Knowledge** in Gymnastics incorporates understanding of key concepts and key vocabulary. Children will need to develop an age-appropriate understanding of key vocabulary and the different elements contained within each key concept, what they look like and how that knowledge can be used to interpret movement.
2. **Procedural Knowledge** in Gymnastics, is how pupils demonstrate their knowledge, linking pieces of knowledge together to create a performance, refining and perfecting their movements over time.
3. A secure understanding of both declarative and procedural knowledge underpins development of **Conditional Knowledge**. This is developed when children begin to make their own decisions about when and how to improve performances, with an awareness of audience and intent. They are able to make specific choices about how to enhance their own gymnastics performance and use the skills and knowledge they have with growing self-confidence.