



Curriculum intent:

Shawclough Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to be effective participators, creative thinkers through cooperate and collaboration with others as part of an effective team workers, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Shawclough, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Gymnastics Progression Grid

Early Years Outcome

The main Early Years Outcomes covered in the Gymnastics units are:

- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.

KS1 National Curriculum Aims

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

KS2 National Curriculum Aims

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
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Health & Fitness

<ul style="list-style-type: none"> To describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> To describe how the body feels before, during and after exercise. To carry and place equipment safely. 	<ul style="list-style-type: none"> To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy 	<ul style="list-style-type: none"> To recognise and describe the effects of exercise on the body. To know the importance of strength and flexibility for physical activity. To explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> To describe how the body reacts at different times and how this affects performance. To explain why exercise is good for your health. To know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> To know and understand the reasons for warming up and cooling down. To explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> To understand the importance of warming up and cooling down. To carry out warm-ups and cool-downs safely and effectively. To understand why exercise is good for health, fitness and wellbeing. To know ways they can
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						become healthier.
Acquiring and Developing Skills in Gymnastics (General)						
<ul style="list-style-type: none"> • To create a short sequence of movements. • To roll in different ways with control. • To travel in different ways. • To stretch in different ways. • To jump in a range of ways from one space to another with control. • To begin to balance with control. • To move around, under, over, and through different objects and equipment. 	<ul style="list-style-type: none"> • To create and perform a movement sequence. • To copy actions and movement sequences with a beginning, middle and end. • To link two actions to make a sequence. • To recognise and copy contrasting actions (small/tall, narrow/wide). • To travel in different ways, changing direction and speed. • To hold still shapes and simple balances. 	<ul style="list-style-type: none"> • To copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. • To travel in a variety of ways, including rolling. • To hold a still shape whilst balancing on different points of the body. • To jump in a variety of ways and land with increasing control and balance. • To climb onto and jump off the equipment safely. • To move with increasing control and care. 	<ul style="list-style-type: none"> • To choose ideas to compose a movement sequence independently and with others. • To link combinations of actions with increasing confidence, including changes of direction, speed or level. • To develop the quality of their actions, shapes and balances. Move with coordination, control and care. • To use turns whilst travelling in a variety of ways. • To use a range of jumps in 	<ul style="list-style-type: none"> • To create a sequence of actions that fit a theme. • To use an increasing range of actions, directions and levels in their sequences. • To move with clarity, fluency and expression. • To show changes of direction, speed and level during a performance. • To travel in different ways, including using flight. • To improve the placement and alignment of body parts in balances. • To use equipment to vault in a variety of ways. 	<ul style="list-style-type: none"> • To select ideas to compose specific sequences of movements, shapes and balances. • To adapt their sequences to fit new criteria or suggestions. • To perform jumps, shapes and balances fluently and with control. • To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • To confidently use equipment to 	<ul style="list-style-type: none"> • To create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • To demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • To confidently use equipment to vault and incorporate this into sequences. • To apply skills and techniques consistently, showing precision and

	<ul style="list-style-type: none"> To carry out simple stretches. To carry out a range of simple jumps, landing safely. To move around, under, over, and through different objects and equipment. To begin to move with control and care 		<p>their sequences.</p> <ul style="list-style-type: none"> To begin to use equipment to vault. To create interesting body shapes while holding balances with control and confidence. To begin to show flexibility in movements 	<ul style="list-style-type: none"> To carry out balances, recognising the position of their centre of gravity and how this affects the balance. To begin to develop good technique when travelling, balancing and using equipment. To develop strength, technique and flexibility throughout performances. 	<p>vault in a variety of ways.</p> <ul style="list-style-type: none"> To apply skills and techniques consistently. To develop strength, technique and flexibility throughout performances. To combine equipment with movement to create sequences. 	<p>control. Develop strength, technique and flexibility throughout performances</p>
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The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. 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 child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

Rolls						
<ul style="list-style-type: none"> To complete curled side roll (egg roll) To complete log roll (pencil roll) 	<ul style="list-style-type: none"> To complete log roll (controlled) To complete curled side roll (egg roll) (controlled) 	<ul style="list-style-type: none"> To complete log roll (controlled) To complete curled side roll (egg roll) (controlled) To complete teddy bear roll (controlled) 	<ul style="list-style-type: none"> To complete crouched forward roll To complete forward roll from standing To complete tucked backward roll 	<ul style="list-style-type: none"> To complete forward roll from standing To complete straddle forward roll To complete tucked backward roll 	<ul style="list-style-type: none"> To complete forward roll from standing To complete straddle forward roll To complete pike forward roll 	<ul style="list-style-type: none"> To complete forward roll from standing To complete straddle forward roll To complete pike forward roll

<ul style="list-style-type: none"> To complete teddy bear roll 	<ul style="list-style-type: none"> To complete teddy bear roll (controlled) 	<ul style="list-style-type: none"> To rock for forward roll To complete crouched forward roll 		<ul style="list-style-type: none"> To complete backward roll to straddle 	<ul style="list-style-type: none"> To complete tucked backward roll To complete backward roll to straddle 	<ul style="list-style-type: none"> To complete dive forward roll To complete tucked backward roll To complete backward roll to straddle To complete backward roll to standing pike To complete pike backward roll
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Jumps

<ul style="list-style-type: none"> To complete straight Jump To complete tuck Jump To complete Jumping Jack To complete Half turn 	<ul style="list-style-type: none"> To complete straight jump To complete tuck jump To complete jumping jack To complete half turn To complete Cat spring 	<ul style="list-style-type: none"> To complete straight jump To complete tuck jump To complete jumping jack To complete half turn To complete Cat spring To complete Cat spring to straddle 	<ul style="list-style-type: none"> To complete straight jump To complete tuck jump To complete jumping jack To complete star jump To complete straddle jump To complete pike jump To complete straight jump To complete Cat leap 	<ul style="list-style-type: none"> To complete straight jump To complete tuck jump To complete jumping jack To complete star jump To complete straddle jump To complete pike jump To complete straight half turn To complete straight full turn 	<ul style="list-style-type: none"> To complete straight jump To complete tuck jump To complete jumping jack To complete star jump To complete straddle jump To complete pike jump To complete stag jump To complete straight half turn 	<ul style="list-style-type: none"> To complete straight jump To complete tuck jump To complete jumping jack To complete star jump To complete straddle jump To complete pike jump To complete stag jump To complete straight half turn
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				<ul style="list-style-type: none"> • To complete Cat leap • To complete Cat leap half turn 	<ul style="list-style-type: none"> • To complete straight full turn • To complete Cat leap half turn Split leap	<ul style="list-style-type: none"> • To complete straight full turn • To complete Cat leap • To complete Cat leap half turn • To complete Cat leap full turn • To complete split leap • To complete stag leap
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Vault

	<ul style="list-style-type: none"> • To straight jump off springboard 	<ul style="list-style-type: none"> • To hurdle step onto springboard • To straight jump off springboard • To tuck jump off springboard 	<ul style="list-style-type: none"> • To hurdle step onto springboard • To squat on vault • To star jump off • To tuck jump off • To straddle jump off • To pike jump off 	<ul style="list-style-type: none"> • To hurdle step onto springboard • To squat on vault • To straddle on vault • To star jump off • To tuck jump off • To straddle jump off • To pike jump off 	<ul style="list-style-type: none"> • To hurdle step onto springboard • To squat on vault • To straddle on vault • To star jump off • To tuck jump off • To straddle jump off • To pike jump off • To squat through vault 	<ul style="list-style-type: none"> • To hurdle step onto springboard • To squat on vault • To straddle on vault • To star jump off • To tuck jump off • To straddle jump off • To pike jump off • To squat through vault • To straddle over vault
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Handstands, cartwheels and round-offs

<ul style="list-style-type: none"> To bunny hop 	<ul style="list-style-type: none"> To bunny hop To complete front support wheelbarrow with partner 	<ul style="list-style-type: none"> To bunny hop To complete front support wheelbarrow with partner To t-lever To scissor kick 	<ul style="list-style-type: none"> To complete handstand To lunge into handstand cartwheel 	<ul style="list-style-type: none"> To lunge into handstand To lunge into cartwheel To lunge into round-off 	<ul style="list-style-type: none"> To lunge into handstand To lunge into cartwheel To lunge into round-off 	<ul style="list-style-type: none"> To lunge into cartwheel To lunge into round-off To lunge into cartwheel To lunge into round-off To lunge into cartwheel To lunge into round-off
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Travelling and Linking actions

<ul style="list-style-type: none"> To tiptoe, step, jump and hop 	<ul style="list-style-type: none"> To tiptoe, step, jump and hop Hopscotch To skip To gallop 	<ul style="list-style-type: none"> To tiptoe, step, jump and hop To hopscotch To skip To gallop To complete straight jump half turn 	<ul style="list-style-type: none"> To tiptoe, step, jump and hop To hopscotch To skip To complete chassis steps To complete straight jump half turn To cat leap 	<ul style="list-style-type: none"> To tiptoe, step, jump and hop To hopscotch To skip To complete chassis steps To complete straight jump half turn To complete straight jump full turn To cat leap To cat leap half turn Pivot 	<ul style="list-style-type: none"> To tiptoe, step, jump and hop To hopscotch To skip To complete chassis steps To complete straight jump half turn To complete straight jump full turn To cat leap To cat leap half turn Pivot 	<ul style="list-style-type: none"> To tiptoe, step, jump and hop To hopscotch To skip To complete chassis steps To complete straight jump half turn To complete straight jump full turn To cat leap To cat leap half turn To cat leap full turn Pivot
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Shapes & Balances

<ul style="list-style-type: none"> To complete standing balances 	<ul style="list-style-type: none"> To complete standing balances To complete kneeling balances 	<ul style="list-style-type: none"> To complete standing balances To complete kneeling balances To complete large body part balances 	<ul style="list-style-type: none"> To complete large and small body part balances, including standing and 	<ul style="list-style-type: none"> To complete 1, 2, 3 and 4-point balances To balance on apparatus To balance with and 	<ul style="list-style-type: none"> To complete 1, 2, 3 and 4-point balances To balance on apparatus To complete part body 	<ul style="list-style-type: none"> To complete 1, 2, 3 and 4-point balances To balance on apparatus To complete full body
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	<ul style="list-style-type: none"> To pike, tuck, star, straight, straddle shapes 	<ul style="list-style-type: none"> To balance on apparatus To balance with a partner To complete pike, tuck, star, straight, straddle shapes To front and back support 	<p>kneeling balances</p> <ul style="list-style-type: none"> To balance on apparatus To complete matching and contrasting partner balances To complete pike, tuck, star, straight, straddle shapes To front and back support 	<p>against a partner</p> <ul style="list-style-type: none"> To complete pike, tuck, star, straight, straddle shapes To front and back support 	<p>weight partner balances</p> <ul style="list-style-type: none"> To complete pike, tuck, star, straight, straddle shapes To front and back support 	<p>weight partner balances</p> <ul style="list-style-type: none"> To complete pike, tuck, star, straight, straddle shapes To front and back support
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Compete/Perform

<ul style="list-style-type: none"> To control my body when performing a sequence of movements. To participate in simple games 	<ul style="list-style-type: none"> To perform using a range of actions and body parts with some coordination. To begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> To perform sequences of their own composition with coordination. Perform learnt skills with increasing control. 	<ul style="list-style-type: none"> To develop the quality of the actions in their performances. To perform learnt skills and techniques with control and confidence. To compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> To perform and create sequences with fluency and expression. To perform and apply skills and techniques with control and accuracy. 	<ul style="list-style-type: none"> To perform own longer, more complex sequences in time to music. To consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> To link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. To perform and apply a variety of skills and techniques confidently, consistently and with precision. To begin to record their peers'
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						performances, and evaluate these.
Evaluate						
<ul style="list-style-type: none"> • To talk about what they have done. • To talk about what others have done. 	<ul style="list-style-type: none"> • To watch and describe performances. • To begin to say how they could improve 	<ul style="list-style-type: none"> • To watch and describe performances and use what they see to improve their own performance. • To talk about the differences between their work and that of others. 	<ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of a performance. • To describe how their performance has improved over time. 	<ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result 	<ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performances. • To explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> • To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.