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|  | Year 1 | Year 2 |
| Aim of Gymnastics | Children investigate movement, still ness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of like ( 2 jumps/ 2 rolls) and unlike (jump/ roll/ shape)actions.  Children use skills and agilities individually in combination and in sequence, with the aim of showing as much control and precision as possible | |
| Progression of performance Skills | Perform fundamental movement skills at a developing level  Perform body actions with some control and co-ordination | Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills  Perform body actions with some control and co-ordination |
| Developing physical skills | * Shape – wide, thin * Travelling (feet) jog, skip gallop, hop, walk forward, walk backwards * Travelling (hand and feet) – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc * Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder * Jumping and landing 2-2 for height * Rolling – Rocking on back, pencil, egg rolls * Apparatus | * Shape – wide, thin dish arch tuck * Travelling (feet) jog, skip gallop, hop, walk forward, walk backwards * Travelling (hand and feet) – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc * Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder * Jumping and landing * Rolling – Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll * Apparatus |
| Application of skills through core tasks | The making shapes core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking 2 gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing 2 actions on apparatus or 1 on floor and one on apparatus.  The “families of actions” core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of 4 actions by linking a roll, a balance, a jump and a travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They link the four actions together smoothly, choosing one action from each family of actions. The balance focus is large body parts. | |
| Character education | Resilience, persevenrce, co operation, courage | |

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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Aim of Gymnastics | Children will focus on improving the quality of their movement (by stretching fingers, pointing toes etc) to produce extension developing control and precision. .  They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences. | | Children will develop a wider range of actions and use their skills and agilities individually and in sequence with a partner, showing as much control and precision as possible.  They create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience  They choose their own apparatus and design a simple layout. | |
| Progression of performance Skills | Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension | Master fundamental movement skills and start to develop sport specific skills and perform them with consistency, accuracy and some control. | Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control | Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed |
| Developing physical skills | * Travel * Balance – small body parts * Jump * Rolling * Apparatus * (see Y2 for range ) | * Travel * Balance – large body parts, small body parts, dish/ arch, 1 foot balance * Jump ( different shapes when jumping, ¼ and ½ turn * Rolling (Basic rolls) Apparatus | * Travel * Balance – partner balance * Jump ( different ways of jumping and landing with shape * Rolling (Basic rolls) * Apparatus | * Travel * Balance – partner balance and group balance * Jump ( different ways of jumping and landing with shape * Rolling (Basic rolls) * Apparatus |
| Application of skills through core tasks | The balancing act core task involves children creating a gymnastics sequence with 6 actions on floor, mats and apparatus. The children develop a sequence on the floor and mats, before transferring it to apparatus. The sequences should focus on small body part balances, linked through travelling, rolling and jumping and must show different levels and a change in direction.  The partner work core task involves children creating a sequence on floor, mats and apparatus focussing on how they work with a partner. | | The acrobatic gymnastics core task involves children reating and performing a Pairsequence on floor, mats and apparatus that include 3 basic acrobatic balance (a part weight baring balance, countertension and a counter balance and up to 6 other actions.  The group dynamics core task involves children working in groups of 4 -6 to create and perform a sequence that shows their knowledge of gymnastic actions and compositional phrases. Sequences are developed on floor and mats before adapting it to incorporate apparatus. | |
| Character education | Trust, Courage, Evaluation, Self –Motivation, Problem solving, Communication, Responsibility, Resourcefulness. | | | |