



# Tatsfield Primary School – Gymnastics Skills Progression

## NC objective:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and *co-ordination*, and begin to apply these in a range of activities

### Year 1

- To demonstrate different basic movements in different directions
- To perform *1 foot to 2 feet and 2 feet to 2 feet* jumps
- To create a variety of body shapes
- To understand and create high and low level movements
- To recognise suitable and safe body parts to balance upon
- To change balances smoothly and demonstrate different speeds
- To perform rolls and join together jumps and rolls
- To put together a short sequence showing different combinations of shapes
- To practise different stretched balances showing wide and narrow shapes
- To practise all stretches close to the ground and far away
- To work on the tuck jump movement
- To investigate travelling with feet together and apart seeing impact on shape
- To transfer, adapt and apply skills, ideas and movements to apparatus.

### Year 2

- To demonstrate travelling close and far away from the ground or apparatus
- To investigate which parts of the body can travel close to the ground
- To take weight confidently on hands and begin to lift feet high
- To identify different pathways and directions and show good understanding of different speeds and levels
- To observe and copy a partner in ‘follow my leader’ transformation at every stage of learning
- To understand and show a variety of controlled turning jumps
- To demonstrate a variety of rolls and spins on different parts of the body in the air and on the floor
- To understand that by fixing one body part this produces a twisted position
- To understand and perform movements where different *body parts lead into next action*
- To create short sequences of three or more movements with a partner and independently.

**NC objective:**

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**Year 3**

- To travel showing a range of different shapes
- To identify and perform matching shapes and contrasting with partner
- To be able to identify symmetrical and asymmetrical balances
- To perform symmetrical and asymmetrical shapes with a partner
- To understand and identify flexible and direct pathways and demonstrate different ways of travelling fluently
- To Identify and demonstrate acceleration and deceleration
- To transfer and extend ideas and skills onto suitable complex arrangements of apparatus.

**Year 4**

- To Identify and use a variety of body parts for supporting balances and identify most stable bases
- To demonstrate a variety of balanced positions in sequence, including ones with feet high with focus on body tension and quality of performance
- To understand how body parts are capable of receiving weight.
- To show a good understanding of shapes, levels and speeds
- To practise different ways of rolling
- To join the movements together including rolls
- To create continuity of movement sequences/changing direction sequences that demonstrate working co-operatively and offer constructive ideas.

**Year 5**

- To identify and show different bridge shapes moving into high and low level
- To travel in bridge shapes with smooth transitions in a sequence
- To identify and show the five basic jumps with clear body shapes in the air
- To demonstrate contrasting body shapes
- To transfer skills and principles to suitable apparatus with safe and adequate landing areas
- To recognise different ways of pushing and swinging to travel
- To identify and show different ways of gripping apparatus
- To show a variety of rotations exploring different axis
- To adapt and transfer skills to apparatus.

**Year 6**

- To explore and use a variety of spatial relationships when working with a partner.
- To teach own sequence to partner to perform together using matching and mirroring
- To create a sequence linking four balances with variations of speed, direction and level
- To understand, identify and use terms 'synchronisation and 'canon'
- To use rhythm and timing to produce sequence of canon movement
- To show understanding of compositional principles
- To join several movements together- construct a balancing/travelling sequence with partner
- To demonstrate a stable base and moving base
- To know terms counter - balance & counter-tension
- To show understanding of term in small groups and work on variations through changing body shape
- To push/pull against a partner to create a balance.

