

PE- Gymnastics

Progression and Skills Document

PE is an essential part of the curriculum. It develops pupils physical competence and confidence and their ability to use these to perform in various activities. It promotes physical skill, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive, and to face different challenges as individuals, groups and teams. It engenders positive attitudes towards an active and healthy lifestyle. Pupils learn to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferred physical activities.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Acquiring and Developing Skills

<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways. Including: from one space to another with control and off an object landing appropriately.</p> <p>Begin to balance with control including being able to stand on one foot.</p> <p>To be able to travel in different ways. Including moving around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>To introduce fundamental movement skills e.g. Travel in different ways, changing direction and speed.</p> <p>To develop agility, balance and co-ordination.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>To introduce the safe use of apparatus.</p> <p>Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence. Travel in a variety of ways, including rolling.</p> <p>To master basic fundamental movement skills including agility, co-ordination and balance. e.g. Whilst balancing on different points of the body hold still.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p> <p>To develop the safe use of apparatus appropriate for age.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movement.</p> <p>To safely use the apparatus, age appropriately.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression. showing changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Begin to use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performance</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Perform jumps, shapes and balances fluently and with control. 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.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences</p>	<p>Create their own complex sequences involving the full range of actions and movements.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performance.</p>
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Compete/ Perform						
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluate						
Talk about what they have done. Talk about what others have done	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements