



Physical Education Gymnastics Progression Map

<u>EYFS Statutory Educational Programme</u>	<u>KS1 National Curriculum Aims</u>
<p><u>Physical development</u></p> <p>3-4 years - Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>3-4 years - Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>3-4 years - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>3-4 years - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>3-4 years - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>ELG - Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>ELG - Progress towards a more fluent style of moving, with developing control and grace.</p> <p>ELG - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>ELG- Combine different movements with ease and fluency.</p> <p>ELG -Develop overall body-strength, balance, co-ordination and agility.</p> <p>ELG - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>The main KS1 national curriculum aims covered in the <i>Gymnastics</i> 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.</p>

	EYFS	Year 1	Year 2
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
Acquiring and Developing Skills in Gymnastics (General)	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely.



		<p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Move with increasing control and care.</p>
Rolls	<p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p>
Jumps	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping Jack</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p>
Vault		<p>Straight jump off springboard/gymnastic table</p>	<p>Hurdle step onto springboard /gymnastic table</p> <p>Straight jump off springboard/gymnastic table</p> <p>Tuck jump off springboard/gymnastic table</p>
Handstands, Cartwheels and Round-offs	<p>Bunny hop</p>	<p>Bunny hop</p> <p>Front support wheelbarrow with partner</p>	<p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor kick</p>
Travelling & Linking Actions	<p>Tiptoe, step, jump and hop</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> <p>Straight jump half-turn</p>
Shapes and balances	<p>Standing balances</p>	<p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p>	<p>Standing balances</p> <p>Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p>



			Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support
Compete/Perform	Control my body when performing a sequence of movements. Participate in simple games.	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.