

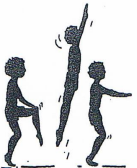


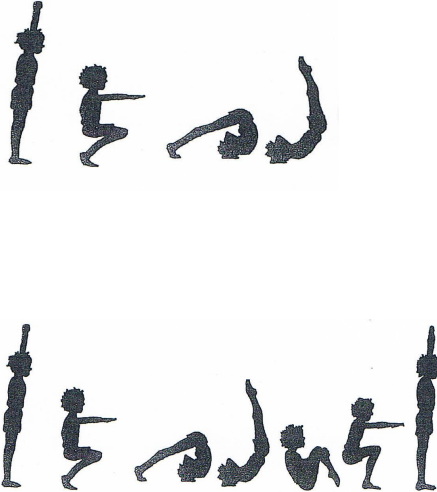


Gymnastics Progression

Areas	Reception	Year One	Year Two
<p><u>Travelling</u></p> <p>Stretched starting position. Head held high, chest forward, shoulders back. Appropriate tension shown in limbs. Symmetry of movement. Well balance movement. 3 - 4 paces maximum. Stretched finish position.</p>	<ul style="list-style-type: none"> I can travel using different body parts in different directions making small and big shapes. I can show some basic control and coordination when remaining still. 	<ul style="list-style-type: none"> I can travel in different ways on the floor. I can show basic control and coordination when travelling and when remaining still. 	<ul style="list-style-type: none"> I can travel in different ways on the floor and using equipment I can show control and coordination when travelling and when remaining still.
<p><u>Balances</u></p> <p>Stretched starting position. Hold still balance 3 seconds on large body parts Stretched finish position.</p>	<ul style="list-style-type: none"> I am beginning to perform some point and patch balances I can show some basic control and coordination when remaining still. 	<ul style="list-style-type: none"> I can perform point and patch balances I can show basic control and coordination when travelling and when remaining still. 	<ul style="list-style-type: none"> I can perform and link point and patch balances I can show control and coordination when travelling and when remaining still.
<p><u>Jumping and Turns</u></p> <p>2 to 2 1 to 1 same foot 2 to 1 1 to 2 1 to 1 opposites</p> <p>half turn, quarter turn, full turn</p>	<ul style="list-style-type: none"> I am beginning to perform different jumps from a standing position 	<ul style="list-style-type: none"> I can perform different jumps from a standing position <p>E.g.</p> <p>1. Take off two feet and land on two feet</p>  <p>2. Take off two feet and land on one foot</p>	<ul style="list-style-type: none"> I can perform different jumps accurately from a standing position onto and off equipment. <p>E.g.</p> <p>Leap - take off on one foot and land on the other</p> <p>Straight jump – take off on two feet, thrust is upwards</p> <p>Star jump – Take off on two feet, land on two feet, legs and arms spread wide</p>

<p>Stretched starting position. Keep head up and eyes look forward Arm swing forwards and upwards Push through bent legs (or leg) and return to bent legs (or leg) on landing During jumps make clear shape in the air Tighten muscles to hold shape strongly, extend bodies as far as possible. Point toes and stretch fingers Timing of movement from first landing into second jump. Stretched finish position.</p>		 <p>3. Take off one foot and land two feet</p>  <p>4. Take off one foot and land on the other foot</p>  <p>5. Take off one foot and land on the same foot</p> 	<p>Stag jump – on the spot, two feet to two feet – on the move, one foot to the other Tuck jump – bring legs up towards the head NOT head down towards legs Twisted jump – bend knees, feet up behind, look over shoulder at bottoms of feet Scissors jump – jump from one foot to the other, swing legs up in front of the body, one after the other and change their positions in the air – like a pair of scissors Two footed turning jump – jump two feet to two feet upwards on the spot. Jump to turn ¼ turn, ½ turn or ¾ turn. One footed turning – take off one foot and land on the other, swing one leg up in front of the body twist and turn to land facing in the opposite direction. Hop jump - take off one foot, land on the same foot, head up, swing arms upwards. Thrust from take – off and bring the other knee up to chest.</p> <p>(pictures at the end of this document)</p>
<p><u>Leaps and Weight bearing</u> e.g. bridge, crab, front support, side support, back support</p>	<ul style="list-style-type: none"> • I am beginning to perform some leaps • I can perform bridge and front support 	<ul style="list-style-type: none"> • I can perform some leaps • I can perform front support and I am beginning to do side support 	<ul style="list-style-type: none"> • I can perform leaps and transition into a jump • I can do front support, side support and turn over into back support
<p><u>Rolls</u></p>	<ul style="list-style-type: none"> • I can perform some rolls egg roll, pencil roll, teddy bear forward roll off a bench for support 	<ul style="list-style-type: none"> • I can perform some rolls e.g. forward roll 	<ul style="list-style-type: none"> • I can perform some rolls with control e.g. forward roll into sitting position or standing

			
<p><u>Sequence</u> to be included with each area Stretched starting position. Showing good balance and control. Stretched finish position.</p> <p>How you can vary the sequence? levels, speeds, pathways, directions or use different body parts</p>	<ul style="list-style-type: none"> • I can link and repeat basic actions to copy or create and perform a movement phrase with a beginning, middle and end. • I am beginning to copy and explore basic actions with some control and coordination 	<ul style="list-style-type: none"> • I can link and repeat basic actions to copy or create and perform a movement phrase in a controlled manner with a beginning, middle and end. • I can copy and explore basic actions with some control and coordination 	<ul style="list-style-type: none"> • I can create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or a partner/group. • I can perform actions with control and coordination.
<p><u>Knowledge</u></p>	<ul style="list-style-type: none"> • I am showing an awareness of space and others. • I can work with a partner 	<ul style="list-style-type: none"> • I can show awareness of space and the actions of others. • I can work with a partner or small group. 	<ul style="list-style-type: none"> • I can show a good awareness of space, equipment and others. • I am confident working with a partner, or small group
<p><u>Understanding</u></p>	<ul style="list-style-type: none"> • I know how to work with others kindly • I know exercise is good for health. • I can talk about how my body feels 	<ul style="list-style-type: none"> • I am beginning to understand fairness and respect • I understand some reasons why we 	<ul style="list-style-type: none"> • I understand the need for warm up and cool down, and also what is happening to my body during exercise.

	<p>after exercise</p> <ul style="list-style-type: none"> I can talk about what I liked 	<p>warm up and cool down.</p> <ul style="list-style-type: none"> I can recognise changes in the body during exercise such as feeling hot and thirsty. I can talk about exercising, safety and short term effects of exercise. I can watch and discuss my own and peers work. 	<ul style="list-style-type: none"> I can recognise a change in temperature and heart rate during exercise. I understand the importance of exercising, safety and short term effects of exercise. I can watch others perform and discuss what worked well and use this to focus on specific actions to improve their own skills.
<u>General Things to look for:</u>	<ul style="list-style-type: none"> Children pointing their toes Stretching their arms Good body posture If walking on their toes, arms up Straight legs Straight arms Fingers stretched Heads up Landing correctly 		
<u>Planning the lesson</u>	<p>1.Warm up</p> <p>2.Floorwork</p> <p>3.Apparatus</p> <p>4.Cool down</p>		
<u>Progression of equipment</u>	<p>Stage 1: mats 4 children – two on each side</p> <p>Stage 2: benches a.exploration – under/over/through/along b.mats used not as safety but to encourage entrance and exits</p>		

	<p>Stage 3: Frames Creating sloping surfaces using frames/stools/boxes</p> <p>Stage 4: Surfaces rased above the ground</p> <p>Stage 5: Angles – L T V Y N</p>		
<p><u>Setting up apparatus</u></p>	<p>1. Large pieces of apparatus first 2. Benches and small pieces 3. Mats last</p> <p>Opposite to put away</p>		
<p><u>Core Tasks for Assessment</u></p> <p>At the start of each half term, teachers should complete the core task as a means of assessing where the class are. The core task should be repeated at the end of the half term to assess progress against expected criteria.</p>	<p>Pre Assessment task: Choose two ways of travelling across the mat. Make sure you use a big body shape and a small body shape.</p> <p>Post Assessment task: Choose two ways of travelling across the mat. Make sure you do a stretched and curled action and link them together.</p>	<p>Pre Assessment task: Choose two ways of travelling and link these to make a short movement phrase which you can remember and perform on the floor. Make sure you know where you start and finish, and what shapes you will make to start and finish.</p> <p>Post Assessment task: Choose three 'like' actions, eg three different jumps, three rolls, or three ways of taking your weight on your hands, and link these actions to make a short movement phrase on the floor and apparatus. You need to be able to remember and repeat your movement phrase.</p>	<p>Pre Assessment task: Create and perform a simple sequence, on the floor and using mats, of up to four elements, <i>eg balance, roll, jump, body shape</i>. Make sure you have a clear starting position and that you move smoothly between shapes and actions.</p> <p>Post Assessment task: Transfer your sequence to a combination of floor, mats and apparatus, e.g. move from the floor to finish on apparatus, or move from apparatus to finish on the floor. Work with a partner to combine your sequence and your partner's sequence. Perform the new sequence as a pair.</p>

Jumps

