

<h2 style="margin: 0;">Gymnastics –progression through school</h2> <p style="margin: 0;">[Based on units 1 and 2 for Gymnastics, PE Hub]</p>	
R	<ul style="list-style-type: none"> • To develop confidence in fundamental movements • To experience jumping, sliding, rolling, moving over, under and on apparatus • To develop coordination and gross motor skills • To develop confidence in fundamental movements • To learn and refine a variety of shapes, jumps, balances and rolls • To link simple balance, jump and travel actions
1	<ul style="list-style-type: none"> • Identify and use simple gymnastics actions and shapes. • Apply basic strength to a range of gymnastics actions. • Begin to carry basic apparatus such as mats and benches. • To recognise like actions and link. • To perform a variety of basic gymnastics actions showing control • To introduce turn, twist, spin, rock and roll and link these into movement patterns • To perform longer movement phrases and link with confidence
2	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link gymnastic elements • Perform with control and consistency basic actions at different speeds and on different levels • Challenge themselves to develop strength and flexibility • Create and perform a simple sequence that is judged using simple gymnastic scoring • Develop body management through a range of floor exercises • Use core strength to link recognised gymnastics elements, e.g., back support and half twist • Attempt to use rhythm while performing a sequence
3	<ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes • Consolidate and improve the quality of movements and gymnastics actions • Relate strength and flexibility to the actions and movements they are performing • To use basic compositional ideas to improve sequence work—unison • Identify similarities and differences in sequences • Develop body management over a range of floor exercises • Attempt to bring explosive moves into floor work through jumps and leaps • Show increasing flexibility in shapes and balances
4	<ul style="list-style-type: none"> • To become increasingly competent and confident to perform skills more consistently • Able to perform in time with a partner and group • Use compositional ideas in sequences such as changes in height, speed and direction • Develop an increased range of body actions and shapes to include in a sequence • Define muscles groups needed to support the core of their body • Refine taking weight on small and large body parts, for example, hand and shoulder
5	<ul style="list-style-type: none"> • Create longer and more complex sequences and adapt performances • Take the lead in a group when preparing a sequence • Develop symmetry individually, as a pair and in a small group • Compare performances and judge strengths and areas for improvement • Select a component for improvement. For example—timing or flow • Take responsibility for own warm-up including remembering and repeating a variety of stretches • Perform more complex actions, shapes and balances with consistency • Use information given by others to improve performance • Remember and repeat longer sequences with more difficult actions.
6	<ul style="list-style-type: none"> • Lead group warm-up showing understanding of the need for strength and flexibility • Demonstrate accuracy, consistency, and clarity of movement • Work independently and in small groups to make up own sequences • Arrange own apparatus to enhance work and vary compositional ideas

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| <ul style="list-style-type: none">• Experience flight on and off of high apparatus• Have lead group warm-up showing understanding of the need for strength and flexibility• Have worked independently and in small groups to make up own sequences• Began to use music in sequences• Have experienced taking part in and remembering more complex sequences |
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