



Gymnastics KNOWLEDGE & SKILL @ St Vincent's Primary School

Early Years Outcomes

The main Early Years Outcomes covered in the Gymnastics units are:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception)
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Demonstrate strength, balance and coordination when playing. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)

KS1 National Curriculum Aims

The main KS1 national curriculum aims covered in the Gymnastics 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.

KS2 National Curriculum Aims

The main KS2 national curriculum aims covered in the Gymnastics units are:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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 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.

Carry out a range of simple jumps, landing safely.

Move around, under, over, and through different objects and equipment.

Begin to move with control and care.

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.

Move with increasing control and care.

Choose ideas to compose a movement sequence independently and with others.

Link combinations of actions with increasing confidence, including changes of direction, speed or level.

Develop the quality of their actions, shapes and balances.

Move with coordination, control and care.

Use turns whilst travelling in a variety of ways.

Use a range of jumps in their sequences.

Begin to use equipment to vault.

Create interesting body shapes while holding balances with control and confidence.

Begin to show flexibility in movements.

Create a sequence of actions that fit a theme.

Use an increasing range of actions, directions and levels in their sequences.

Move with clarity, fluency and expression.

Show changes of direction, speed and level during a performance.

Improve the placement and alignment of body parts in balances.

Begin to develop good technique when travelling, balancing and using equipment.

Develop strength, technique and flexibility throughout performances.

Select ideas to compose specific sequences of movements, shapes and balances.

Adapt their sequences to fit new criteria or suggestions.

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.

Confidently use equipment to vault in a variety of ways.

Apply skills and techniques consistently.

Develop strength, technique and flexibility throughout performances.

Combine equipment with movement to create sequences.

Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.

Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.

Confidently use equipment to vault and incorporate this into sequences.

Apply skills and techniques consistently, showing precision and control.

Develop strength, technique and flexibility throughout performances.

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Rolls

Curled side roll (egg roll)
Log roll (pencil roll)
Teddy bear roll

Log roll (controlled)
Curled side roll (egg roll) (controlled)
Teddy bear roll (controlled)

Log roll (controlled)
Curled side roll (egg roll) (controlled)
Teddy bear roll (controlled)
Rocking forward roll
Crouched forward roll

Crouched forward roll
Forward roll from standing
Tucked backward roll

Forward roll from standing
Straddle forward roll
Pike forward roll
Tucked backward roll
Backward roll to straddle

Forward roll from standing
Straddle forward roll
Pike forward roll
Dive forward roll
Tucked backward roll
Backward roll to straddle
Backward roll to standing pike
Pike backward roll

Jumps

Straight jump
Tuck jump
Jumping jack
Half turn jump

Straight jump
Tuck jump
Jumping jack
Half turn jump
Cat spring

Straight jump
Tuck jump
Jumping jack
Half turn jump
Cat spring
Cat spring to straddle

Straight jump
Tuck jump
Jumping jack
Star jump
Straddle jump
Pike jump
Straight jump half-turn
Cat leap

Straight jump
Tuck jump
Jumping jack
Star jump
Straddle jump
Pike jump
Straight jump half-turn
Straight jump full-turn

Straight jump
Tuck jump
Jumping jack
Star jump
Straddle jump
Pike jump
Stag jump
Straight jump half-turn
Straight jump full-turn
Cat leap
Cat leap half-turn
Split leap

Straight jump
Tuck jump
Jumping jack
Star jump
Straddle jump
Pike jump
Stag jump
Straight jump half-turn
Straight jump full-turn
Cat leap
Cat leap half-turn
Cat leap full-turn
Split leap
Stag leap

Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table

Straight jump off springboard

Hurdle step onto springboard
Straight jump off springboard
Tuck jump off springboard

Hurdle step onto springboard
Squat on vault
Star jump off
Tuck jump off
Straddle jump off
Pike jump off

Star jump off
Tuck jump off
Straddle jump off
Pike jump off

Hurdle step onto springboard
Squat on vault
Straddle on vault
Star jump off
Tuck jump off
Straddle jump off
Pike jump off
Squat through vault

Hurdle step onto springboard
Squat on vault
Straddle on vault
Star jump off Tuck
jump off Straddle
jump off Pike jump
off
Squat through vault
Straddle over vault

Handstands, Cartwheels and Round-offs

Bunny hop

Bunny hop
Front support wheelbarrow with partner

Bunny hop
Front support wheelbarrow with partner
T-lever
Scissor kick

Handstand
Lunge into handstand
Cartwheel

Lunge into handstand
Lunge into cartwheel
Lunge into round-off

Lunge into cartwheel
Lunge into round-off
Hurdle step
Hurdle step into cartwheel
Hurdle step into round-off

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Travelling & Linking Actions

Tiptoe, step, jump and hop

Tiptoe, step, jump and hop
Hopscotch
Skipping
Galloping

Tiptoe, step, jump and hop
Hopscotch
Skipping
Galloping
Straight jump half-turn

Tiptoe, step, jump and hop
Hopscotch
Skipping
Chassis steps
Straight jump half turn
Cat leap

Tiptoe, step, jump and hop
Hopscotch
Skipping
Chassis steps
Straight jump half turn
Straight jump full turn

Tiptoe, step, jump and hop
Hopscotch
Skipping
Chassis steps
Straight jump half turn
Straight jump full turn
Cat leap
Cat leap half turn
Pivot

Tiptoe, step, jump and hop
Hopscotch
Skipping
Chassis steps
Straight jump half turn
Straight jump full turn
Cat leap
Cat leap half turn
Cat leap full turn
Pivot

Shapes and Balances

Standing balances

Standing balances
Kneeling balances
Pike, tuck, star, straight, straddle shapes

Standing balances
Kneeling balances
Large body part balances
Balances on apparatus
Balances with a partner
Pike, tuck, star, straight, straddle shapes
Front and back support

Large and small body part balances, including standing and kneeling balances
Balances on apparatus
Matching and contrasting partner balances
Pike, tuck, star, straight, straddle shapes
Front and back support

1, 2, 3 and 4- point balances
Balances on apparatus
Part body weight partner balances
Pike, tuck, star, straight, straddle shapes
Front and back support

1, 2, 3 and 4- point balances
Balances on apparatus
Develop technique, control and complexity of part-weight partner balances
Group formations
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.

Develop the quality of the actions in their performances.

Perform learnt skills and techniques with control and confidence.

Compete against self and others in a controlled manner.

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 abilities, performed in time to music.

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Begin to record their peers' performances, and evaluate these.

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.