

PE – Gymnastics

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	1. Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities.	1. 1. Recognise and describe the effects of exercise on the body.	1. Explain why exercise is good for your health.		1. Understand why exercise is good for health, fitness and wellbeing.
				2. 2. Know the importance of strength and flexibility for physical activity.			
				3. 3. Explain why it is important to warm up and cool down.	2. Know some reasons for warming up and cooling down.	1. Know and understand the reasons for warming up and cooling down. 2. Explain some safety principles when preparing for and during exercise.	2. Carry out warm-ups and cool-downs safely and effectively. 3. Understand the importance of warming up and cooling down.
					3. Describe how the body reacts at different times and how this affects performance.		
			Explain what they need to stay healthy.				4. Know ways they can become healthier.
		Carry and place equipment safely.					
Acquiring and Developing Skills in Gymnastics	Create a short sequence of movements.	Create and perform a movement sequence.	Copy, explore and remember actions and movements to create their own sequence.	4. Choose ideas to compose a movement sequence independently and with others.	4. Create a sequence of actions that fit a theme.	3. Select ideas to compose specific sequences of movements, shapes and balances.	5. Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
		Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.	Link actions to make a sequence.	5. Link combinations of actions with increasing confidence, including changes of direction, speed or level.	5. Use an increasing range of actions, directions and levels in their sequence. 6. Show changes of direction, speed and level during a performance.		
		Recognise and copy contrasting actions (small/tall, narrow/wide).	Hold a still shape whilst balancing on different points of the body.	6. Develop the quality of their actions, shapes and balances.	7. Improve the placement and alignment of body parts in balances. 8. Carry out balances,	4. Perform jumps, shapes and balances fluently and with control. 5. Confidently develop the placement of their body parts	6. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.

					recognising the position of their centre of gravity and how this affects the balance.	in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	
		Begin to move with control and care	Move with increasing control and care.	7. Move with coordination, control and care	9. Move with clarity, fluency and expression.		
Move around, under, over, and through different objects and equipment. Roll in different ways with control. Travel in different ways.	Move around, under, over, and through different objects and equipment. Travel in different ways, changing direction and speed.		Travel in a variety of ways, including rolling.	8. Use turns whilst travelling in a variety of ways.	10. Travel in different ways, including using flight.		
Jump in a range of ways from one space to another with control.	Carry out a range of simple jumps, landing safely.		Jump in a variety of ways and land with increasing control and balance.	9. Use a range of jumps in their sequences.			
			Climb onto and jump off the equipment safely.	10. Begin to use equipment to vault.	11. Use equipment to vault in a variety of ways.	6. Confidently use equipment to vault in a variety of ways. 7. Combine equipment with movement to create sequences.	7. Confidently use equipment to vault and incorporate this into sequences..
Begin to balance with control.	Hold still shapes and simple balances			11. Create interesting body shapes while holding balances with control and confidence.			
				12. Begin to show flexibility in movements	12. Develop strength, technique and flexibility throughout performances.	8. Develop strength, technique and flexibility throughout performances.	8. Develop strength, technique and flexibility throughout performances.
					13. Begin to develop good technique when travelling, balancing and using equipment.	9. Apply skills and techniques consistently.	9. Apply skills and techniques consistently, showing precision and control.
						10. Adapt their sequences to fit new criteria or suggestions.	

	Stretch in different ways.	Carry out simple stretches.					
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 for forward roll Crouched forward roll	13. Crouched forward roll 14. Forward roll from standing 15. Tucked backward roll	14. Forward roll from standing 15. Straddle forward roll 16. Tucked backward roll 17. Backward roll to straddle	11. Forward roll from standing 12. Straddle forward roll 13. Pike forward roll 14. Tucked backward roll 15. Backward roll to straddle	10. Forward roll from standing 11. Straddle forward roll 12. Pike forward roll 13. Dive forward roll 14. Tucked backward roll 15. Backward roll to straddle 16. Backward roll to standing pike 17. 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 traddle	16. Straight jump 17. Tuck jump 18. Jumping jack 19. Star jump 20. Straddle jump 21. Pike jump 22. Straight jump half-turn 23. Cat leap	18. Straight jump 19. Tuck jump 20. Jumping jack 21. Star jump 22. Straddle jump 23. Pike jump 24. Straight jump half-turn 25. Straight jump full-turn 26. Cat leap 27. Cat leap half-turn	16. Straight jump 17. Tuck jump 18. Jumping jack 19. Star jump 20. Straddle jump 21. Pike jump 22. Stag jump 23. Straight jump half-turn 24. Straight jump full-turn 25. Cat leap 26. Cat leap half-turn 27. Split leap	18. Straight jump 19. Tuck jump 20. Jumping jack 21. Star jump 22. Straddle jump 23. Pike jump 24. Stag jump 25. Straight jump half-turn 26. Straight jump full-turn 27. Cat leap 28. Cat leap half-turn 29. Cat leap full-turn 30. Split leap 31. Stag leap
Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics tables		Straight jump off springboard	Hurdle step onto springboard Straight jump Tuck jump off spring	24. Hurdle step onto springboard 25. Squat on vault 26. Star jump off 27. Tuck jump off 28. Straddle jump off 29. Pike jump off	28. Hurdle step onto springboard 29. Squat on vault 30. Straddle on vault 31. Star jump off 32. Tuck jump off 33. Straddle jump off 34. Pike jump off	28. Hurdle step onto springboard 29. Squat on vault 30. Straddle on vault 31. Star jump off 32. Tuck jump off 33. Straddle jump off 34. Pike jump off	32. Hurdle step onto springboard 33. Squat on vault 34. Straddle on vault 35. Star jump off 36. Tuck jump off 37. Straddle jump off 38. Pike jump off

						35. Squat through vault	39. Squat through vault 40.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	30. Handstand 31. Lunge into handstand 32. Cartwheel	35.Lunge into handstand 36.Lunge into cartwheel	36.Lunge into handstand 37.Lunge into cartwheel 38.Lunge into round-off	41.Lunge into cartwheel 42.Lunge into round-off 43.Hurdle step 44.Hurdle step into cartwheel 45.Hurdle step into round-off
Travelling and Linking Actions	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galoping	Tiptoe, step, jump and hop Hopscotch Skipping Galoping Straight jump half-turn	33. Tiptoe, step, jump and hop Hopscotch 34. Ski ppi ng 35. Chassis ste ps 36. Straight jump half turn 37. Cat leap	37.Tiptoe, step, jump and hop 38.Hopscotch 39.Skipping 40.Chassis steps 41.Straight jump half turn 42.Straight jump full turn 43.Cat leap 44.Cat leap half turn 45.Pivot	39.Tiptoe, step, jump and hop 40.Hopscotch 41.Skipping 42.Chassis steps 43.Straight jump half turn 44.Straight jump full turn 45.Cat leap 46.Cat leap half turn 47. Pivot	46.Tiptoe, step, jump and hop 47.Hopscotch 48.Skipping 49.Chassis steps 50.Straight jump half turn 51.Straight jump full turn 52.Cat leap 53.Cat leap half turn 54.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	38. Large and small body part balances, including standing and kneeling balances 39. Balances on apparatus 40. Matching and contrasting partner balances 41. Pike, tuck, star, straight, straddle, shapes 42. Front and back support	46.1, 2, 3 and 4 – point balances 47.Balances on apparatus 48.Balances with and against a partner 49.Pike, tuck, star, straight, straddle, shapes 50.Front and back support	48.1, 2, 3 and 4 – point balances 49.Balances on apparatus 50.Balances with and against a partner 51.Pike, tuck, star, straight, straddle, shapes 52.Front and back support	55.1, 2, 3 and 4 – point balances 56.Balances on apparatus 57.Develop technique, control and complexity of part-weight partner balances 58.Group formations 59.Pike, tuck, star, straight, straddle, shapes 60.Front and back support
Compete/Perform	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	43. Develop the quality of the actions in their performances.	51.Perform and create sequences with frequency and expression.	53.Perform own longer, more complex sequences in time to music.	61.Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.

		Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	44. Perform learnt skills and techniques with control and confidence.	52.Perform and apply skills and techniques with control and accuracy.	54.Consistently perform and apply skills and techniques with accuracy and control.	62.Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Participate in simple games.			45. Compete against self and others in a controlled manner.			
							63.Begin to record their peers' performances, and evaluate these.