



# ABINGDON PRIMARY SCHOOL GYMNASTICS PROGRESSION

	Y1	Y2	Y3	Y4	Y5	Y6
<p style="font-size: 24px; color: #0070C0; margin: 0;">PROCEDURAL KNOWLEDGE</p>	<p>Perform basic travelling actions: rolling jumping sliding climbing.</p> <p>Hold body shapes in stillness.</p> <p><i>Awareness of space, each other, mats and apparatus</i></p> <p><i>Create and perform simple movement phrases in response to simple tasks.</i></p>	<p>Travel by rolling forward, backwards, sideways</p> <p>Demonstrate shapes, e.g. straight, curved</p> <p>Jump in a variety of ways landing with increasing control and balance</p> <p><i>Perform range of actions with control and coordination</i></p> <p><i>Repeat sequences accurately moving smoothly from stillness to travelling</i></p>	<p>Understand actions; e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands</p> <p>Quality of performance</p> <p>Recognising quality of performance</p> <p>Adapt sequence to improve performance, quality of action and transition.</p>	<p>Perform balances, body shapes and agility with control</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level</p> <p>Perform actions, balances, body shapes and agilities with control</p>	<p><i>Perform range of actions and agilities with consistency, fluency and clarity.</i></p> <p><i>Able to link ideas, skills &amp; techniques with control and precision when performing basic skills</i></p> <p><i>Understands composition by performing more complex sequences</i></p> <p>Demonstrate control and precision when performing basic skills.</p> <p>Imaginative use of apparatus and space</p> <p>Use contrasting actions, e.g. move from a low travel to a high travel, from a high balance to a low balance.</p>	<p><i>Perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency</i></p> <p><i>Select &amp; use a wide range of compositional skills in complex sequences alone &amp; in groups.</i></p> <p><i>Show an ability to innovate</i></p> <p>In small groups prepare and perform a sequence</p>
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<p style="text-align: center;"><b>CONCEPTUAL KNOWLEDGE / THINKING</b></p>	<p>Link Shapes – movement</p> <p>Create &amp; repeat phrases - beginning middle &amp; end</p> <p><i>Watch and describe accurately a short sequence of basic actions using appropriate language.</i></p> <p><i>Copy a partner's sequence.</i></p>	<p>Contrasts of height</p> <p><i>Devise, repeat and perform short sequence with clear beginning, middle and end.</i></p> <p><i>Adapt sequence to include apparatus or a partner.</i></p> <p><i>Use different combinations of equipment showing control, accuracy and fluency</i></p>	<p>Compare and contrast sequences</p> <p>Explain - best performance and why</p> <p>Adapt sequence to improve performance</p> <p><i>Devise and perform sequence showing clear beginning, middle and end. Adapt sequence to include different levels, speed and directions.</i></p> <p><i>Work well on own and contribute to partners sequence</i> <i>Explain difference between two performances. Identify when they have same elements and order and comment on their quality. Understand what is involved in the process of improving performance.</i></p>	<p>Plan, perform and repeat longer sequences that include changes of speed and level</p> <p>Recognise quality of movement</p> <p>Suggest improvements for own performance</p> <p>Plan, perform and repeat longer sequences with clear shapes and changes of level and speed</p>	<p>Describe how to refine, modify and improve performances.</p> <p>Link ideas, skills &amp; Techniques</p> <p><i>Describe how to refine, improve &amp; modify performances</i></p>	<p>To show an ability to innovate</p> <p><i>Analyse skills &amp; suggest ways to improve quality of performance showing sound knowledge &amp; understanding</i></p> <p>Make up longer and more complex sequences, including changes or direction, level and speed</p> <p>In small groups prepare and perform a sequence</p> <p>Show an awareness of factors influencing Performance + suggest improvements</p>
<p style="text-align: center;"><b>SMSC</b></p>	<p>Recognise Body tension &amp; relaxation in self &amp; others</p> <p><i>Know when their body is active and talk about difference of tension and relaxation.</i></p> <p><i>Carry and place apparatus safely.</i></p>	<p><i>Describe own and partner's sequence accurately, comment on what it contains and if performed smoothly and controlled.</i></p> <p><i>Say how they can improve one aspect of it.</i> <i>Say whether heart is beating fast or slow, breathing normal or puffed and if they feel hot, warm or cool.</i> <i>Recognise and avoid risks when handling apparatus.</i></p>	<p>Recognising quality of performance</p> <p><i>Understand importance of warm up.</i></p> <p><i>Identify when body is warm, stretched and ready for activity.</i></p> <p><i>Understand strength and suppleness are important parts of fitness.</i></p>	<p>Lead a partner through a short warm up</p>	<p><i>Show understanding of warming up and cooling down.</i></p> <p><i>Choose appropriate activities to do on their own.</i></p> <p><i>Describe the effects of exercise on the body.</i></p>	<p>Analyse skills &amp; suggest ways to Improve quality of performance showing sound knowledge &amp; understanding <i>Warm up and cool down independently.</i></p> <p><i>Use exercises that stretch and tone bodies and help them prepare for gymnastic activity.</i></p> <p><i>Lead warm-up/cool-down and demonstrate all round safe practice</i> In small groups prepare and perform a sequence</p>