

Holly Park School Physical Education: Gymnastics Progression Of Skills

Year Group	Physical Me: (Skills) To become more physically skilful and competent <i>in gymnastics actions and agilities</i>	Creative Me: (Applying skills) To become better at making decisions independently and with others <i>about composition</i>	Healthy Me: (Healthy lifestyles) To take part in a more physically active and healthy lifestyle <i>through increased health, fitness, confidence, motivation, knowledge and understanding</i>	Thinking Me: (Evaluation) To be able to peer and self assess <i>to bring about improvement in myself and others</i>
6	I can perform fluently and with control, even when performing difficult combinations.	I can vary direction, levels and pathways, to improve the look of a sequence. I can use planned variations and contrasts in actions and speed in my sequences.	I understand how gymnastic activity helps my overall health. I know how to improve my health and fitness.	I can explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating my own and others' performances.
5	I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions. I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.	I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction. I can adapt sequences to include a partner or a small group.	I can take more responsibility for my own warm up. I know how muscles work, how to stretch, and how to carry out strengthening exercises safely.	I can watch and comment on the quality of movements, shapes and balances, and the way apparatus is used. I can identify which aspects were performed consistently, accurately, fluently and clearly suggest improvements to speed, direction and level in the composition.
4	I can perform a range of actions and agilities with consistency, fluency and clarity of movement. I can combine actions and maintain the quality of performance when performing at the same time as a partner.	I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape. I can gradually increase the length of sequences.	I understand that strength and suppleness are key features of gymnastic performance. I can devise warm up routines that prepare them for their gymnastic work.	I can make simple assessments of performance based on a criterion given by the teacher. I can offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight.
3	I can explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel. I can practise an action or short sequence of movements, and improve the quality of the actions and transitions.	I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end. I can adapt a sequence to include different levels, speeds or directions.	I can identify when my body is warm and stretched ready for gymnastic activity. I understand the importance of warming up.	I can explain the differences between two performances. I understand what is involved in the process of improving a performance.
2	I can perform a range of actions with control and coordination. I can accurately repeat sequences of gymnastic actions.	I can devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. I can use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.	I can say whether my heart is beating fast or slow, whether my breathing is normal or puffed, and whether I feel hot, warm or cool. I can recognise and avoid risks when handling and placing apparatus.	I can describe my own or my partner's sequence accurately. I can choose one aspect of my sequence to improve, and say how to improve it.
1	I can perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. I can manage the space safely, showing good awareness of others, mats and apparatus.	I can link and repeat basic gymnastic actions. I can perform movement phrases with control and accuracy.	I know when my body is active and I can talk about the difference between tension and relaxation. I can carry and place appropriate apparatus safely, with guidance.	I can copy a partner's sequence of movement. I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language.
EYFS	I can stop when travelling in different ways. I can move over, under and through balancing and climbing equipment.	I am beginning to link movements.	I can talk about what I'm doing and how it makes my body feel.	I'm beginning to talk about what different movements that I and others do.