



PE progression of skills – GYMNASTICS

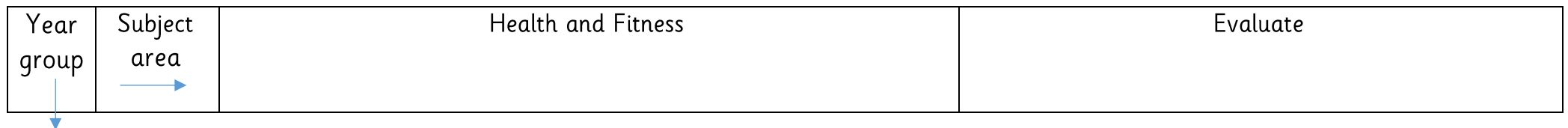


We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.



Year group ↓	Subject area →	Acquiring and Developing Skills in Gymnastics (General)	Rolls	Jumps	Handstands, cartwheels and round offs	Travelling and linking actions	Shapes and Balances	Compete /Perform
Nursery				Two-foot jumps from standing		Crawling Balancing Slide-along the floor	Sitting balances and laying (using core)	
Reception		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.	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Straight jump Tuck jump Jumping jack Half turn	Bunny hop	Tiptoe, step, jump and hop	Standing balances	Control my body when performing a sequence of movements. Participate in simple games
Year 1		Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Straight jump Tuck jump Jumping jack Half turn Cat spring	Bunny hop Front support wheelbarrow with partner	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Perform using a range of actions and body parts with some coordination. Begin to perform learnt

	<p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care</p>						skills with some control
Year 2	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn</p> <p>Cat spring</p> <p>Cat spring to straddle</p>	<p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor kick</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> <p>Straight jump half-turn</p>	<p>Standing balances</p> <p>Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>



Nursery	Notice a simple change in the body after exercising, e.g., feeling hot, out of breath.	
Reception	Describe how the body feels when still and when exercising.	Talk about what they have done. Talk about what others have done.
Year 1	Describe how the body feels before and after exercise. Carry and place equipment safely.	Watch and describe performances. Begin to say how they could improve
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	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.