

Shocklach Oviatt CE Primary School. Progressions in Gymnastics. (Credit to CEPD)

EYFS
Health and Self Care- Typical Observed Behaviours:
<ul style="list-style-type: none">• Eats a healthy range of foodstuffs and understands the need for variety in food.• Usually dry and clean during the day.• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.• Shows understanding of how to transport and store equipment safely.• Practices some appropriate safety measures without direct supervision.
Moving and Handling- Typical Observed Behaviours:
<ul style="list-style-type: none">• Experiments with different ways of moving.• Jumps off an object and lands appropriately.

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retraces vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
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Year 1

Year 1

Some children will have not made as much progress. They will be able to:

- Explore basic actions and perform single and combined movements using different body parts with some control, balance and co-ordination.
- Movements are performed with some expression and represent the theme.
- Change the way they travel and move to avoid others, using the available space safely.
- Link and repeat actions and remember and perform short and simple phrases with some support.

- Know how to perform a sequence with a definite starting and finishing position.
- Can identify some body actions and offer simple descriptions of key movements.
- Know when their heart rate and breathing rate has increased.
- Know when their bodies are tensed or relaxed.
- With more guidance, carry and place apparatus safely

Most children will be able to:

- Copy and explore basic body actions and movement patterns, and stay still when required.
- Respond to stimuli, instructions and commands with a range of actions, using body parts singly and in combination.
- Perform with some sense of timing, rhythm and expression (in dance) and with good control and accuracy.
- Travel and use space safely, showing good control, co-ordination and awareness of each other, mats and apparatus.
- Link, practise and repeat basic actions and short and simple routines. Select and perform simple movements to create movement phrases with a clear beginning, middle and end, and in response to simple tasks.
- Use simple terminology to describe the key features of a routine or sequence, linking movements to moods, ideas and feelings (in dance only).
- Describe what happens to Heart Rate and Breathing Rate when exercising and why this happens.

- Know the difference between tension and relaxation.
- With guidance, carry and place apparatus safely.

Some children will have progressed further. They will be able to:

- Perform a wider range of body actions, and longer and more complicated movement phrases with control, fluency and variety. Perform and repeat actions and sequences with more clarity, expression and consistency.
- Travel and use space safely and imaginatively, showing excellent control, co-ordination and awareness of surroundings.
- Link, practise and repeat more complicated movement phrases. Select movements which convey a clear theme, linking actions together confidently.
- Use accurate and descriptive language to describe their own and others routines.
- Know and can describe why their heart beats faster and temperature rises during exercise.
- Know how to make their bodies tense, relaxed, stretched and curled. With less guidance, carry and place apparatus safely.

Year 2

Some children will have not made as much progress. They will be able to:

- Perform basic body actions, a range of body shapes and movements with some control and co-ordination.
- Begin to work with a partner to remember and repeat simple sequences.
- Use a theme or stimulus to create a sequence or routine when given extra time.
- Choose basic actions and create simple sequences with help, which show some link to a mood, feeling or theme.
- With guidance, observe specific actions when watching others and describe key movements.
- Give an overall opinion on the performance without explanation of likes and dislikes.
- Describe the simple changes that happen to their bodies after exercise.
- Show some understanding of why it's important to be active and why we warm-up.
- Show respect for others by listening to different opinions and watching performances quietly.

Most children will be able to:

- Explore and perform a range of body actions with control, co-ordination and fluency, and show a contrast in shape.
- Remember, repeat and link combinations of movements and simple sequences.
- Use a range of stimuli to create a starting point and gain ideas for devising movement phrases (dance only)
- Select and link actions to create short phrases and sequences which express an idea, mood or feeling and have a clear beginning, middle and end.
- Describe the performance accurately, commenting on the use of expression and amount of control and fluency.
- Identify what they like and dislike, giving reasons for this and suggest ways actions or movements could be improved.
- Describe how activity affects their body and how they feel after exercise.
- Know why it is important to be active
- Show respect for others by listening to different opinions and watching performances quietly.

Some children will have progressed further. They will be able to:

- Perform a wider range of actions and short sequences, linking movements fluently, showing more control and spatial awareness.
- Create and perform more complex phrases and sequences independently and with a partner.
- Use a range of dynamic and expressive qualities in dance and a wider range of actions confidently on the floor and on apparatus in gym.
- Select more imaginative actions which help express a theme, mood or idea, linking them together in a well structured routine or sequence.

- Describe the performance clearly and with detail, stating which actions are of a good quality.
- Explain and give examples of how actions could be improved.
- Describe how activity affects their body, giving simple reasons for this and how they feel after exercise.
- Know and give examples of how particular activities can help them to be healthy.
- Show respect for others by listening to others opinions and watching performances quietly.

Year 3

Some children will have not made as much progress. They will be able to:

- Come up with basic actions and movements to represent a stimulus, with help.
- Perform some movements with control and accuracy.
- Repeat short and simple sequences which include key movements.

- Tries to communicate the idea, mood or feeling and includes basic changes in speed, direction and levels.
- Offer some basic ideas and suggestions when working with a group to create a routine.
- Describe and interpret sequences and routines using simple terminology.
- With help, provide simple comments on the quality of performance.
- Show some understanding of the importance of warming up, recognising which parts of the body are working hard.
- Know what the word strength and suppleness mean.
- Support and encourage group members.

Most children will be able to:

- Use their own movements, improvising freely, when completing a task or interpreting a stimulus.
- Perform a range of movements with control and fluency.
- Remember, repeat and perform simple movement phrases and routines which show some dynamic and expressive qualities.
- Share and create sequences with a partner and in a small group that communicate an idea and show a contrast in the actions used.
- Adapt routines and sequences so they match the different apparatus and the ability of the group/partner.
- Discuss and compare the different movements used in a sequence, highlighting the similarities, differences and use of expression.
- With some guidance, recognise how performance could be improved and suggest possible ways of doing this.

- Understand the importance of warming up, suggest possible activities and identify some muscle groups.
- Know why strength and suppleness are important and remain active for a sustained period of time.
- Support and encourage group members.

Some children will have progressed further. They will be able to:

- Use a wider range of original and imaginative movements when completing a task or interpreting a stimulus.
- Demonstrate more control, accuracy and fluency in the range of movements and actions performed.
- Remember, repeat and perform more complex and longer movement phrases and routines.
- Take on a lead role when creating sequences and routines either with a partner or small group that express the idea, mood or feeling of a dance and show a change of level, direction and speed in gym.
- Improvise and adapt sequences to suit the ability of the group and the apparatus available, showing a greater understanding of how to structure sequences.
- Interpret and express thoughts on the different movements used in a sequence, highlighting the similarities, differences and use of expression.
- Make appropriate suggestions on how the performance can be improved.
- Describe the reasons for warming up and suggest a range of ideas to do this.
- Know how strength and suppleness improve the quality of actions and performance.
- Support and encourage group members.

Year 4

Some children will have not made as much progress. They will be able to:

- Copy, explore and perform a range of basic actions and simple ideas.
- Remember, repeat and perform short sequences that include a change of speed, direction or level.
- Work with a group to create, practise and refine movements and sequences.
- Describe some similarities and differences in others performances, with support.
- Identify positives aspects in a performance and offer an opinion on how it can be improved.
- Explain why we need to warm-up and give simple ideas on how to do this.
- Perform warm-up exercises and some strength-based exercises carefully.
- Positively influence other children through encouragement, support and acting as a role model.

Most children will be able to:

- Perform actions, balances, body shapes and agilities clearly and with control and fluency.
- Remember, repeat and perform longer sequences that include changes of speed and level, clear shapes and good quality movements.
- Working individually, with a partner or in a group to select and adapt simple actions to create and structure a sequence.
- Describe, interpret and evaluate a performance using appropriate language.
- Make specific suggestions using defined criteria that lead to improvements in their own and others work.
- Lead a partner through a short warm-up, commenting on how the warm up will prepare the body for exercise.
- Show some understanding of how strength and suppleness can be improved.
- Positively influence other children through encouragement, support and acting as a role model.
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Some children will have progressed further. They will be able to:

- Perform difficult and imaginative combinations of actions and movements with increasing control, fluency and style.
- Create, structure and vary longer, more complex sequences.
- Take the lead when working in a small group, suggesting and developing movement ideas for others.
- Describe, interpret and evaluate a performance using a range of appropriate language.
- Explain which movements are performed well and why, and suggest ways to improve one focus area.
- Plan, remember and perform a range of warm-up and cool down activities, giving reasons why activity is good for health.
- Demonstrate exercises that strengthen major muscle groups and identify key joints when stretching.
- Positively influence other children through encouragement, support and acting as a role model.

Year 5

Some children will have not made as much progress. They will be able to:

- Perform basic actions with increasing control, consistency and accuracy.
- Copy and perform actions and agilities which show some link to a theme or idea.
- With some support, create simple sequences including a basic range of actions.
- Participate in the discussion about the structure and movements to be included in a sequence.
- Practise and refine sequences, repeating them successfully.
- Talk about their own and others work using simple words.
- Watch others and compare and contrast one aspect of performance.
- Provide simple reasons for warming up and choose appropriate exercises for a warm-up and cool down, with help.
- Follow others through a range of whole body exercises and know how to exercise safely.
- Perform with confidence in front of others.

Most children will be able to:

- Perform specific skills, actions, shapes and balances clearly, consistently and accurately, demonstrating good tension and extension.
- Explore, improvise and perform actions and agilities which show clear differences between levels, speeds and directions.

- Create longer, more complex sequences for a performance.
- Choose appropriate actions and movements from a wider range of themes and ideas.
- Adapt and refine performance to fulfil the requirements of the task, including working effectively with a partner.
- Describe, using appropriate terminology, the styles, actions, shapes and balances used, identifying which aspects are performed with consistency.
- Make simple judgements, using basic criteria, about performance (quality of movements, use of apparatus) and suggest how they can be improved.
- Understand the need for warming up and organise and lead small groups in warm-up and cool down activities.
- Know how to improve body strength, tone and flexibility.
- Perform with confidence in front of others.

Some children will have progressed further. They will be able to:

- Perform individual movements clearly and confidently, including contrasting actions, shapes, balances and dynamics.
- Explore, improvise and perform actions and agilities which show creativity and expression and link to the style or theme.
- Take a lead role during group work when creating longer, more complex sequences and preparing for performances.
- Choose original and creative actions which help convey a theme or idea.

- Easily adapt skills and sequences to suit the demands of a task.
- Describe, using appropriate and technical language, specific aspects of a performance.
- Judge the strengths and weaknesses of a performance, making imaginative suggestions on how to improve their own and others work.
- Organise and lead safe and effective groups in their warm-up and cool down activities.
- Know and can show that a good warm-up leads to good performance.
- Perform with confidence in front of others.

Year 6

Some children will have not made as much progress. They will be able to:

- Use a small range of movements and patterns when creating a routine or sequence with a partner.
- Express some of their ideas clearly when composing and performing and include change of direction and level.
- With some support, explain the importance of a warm-up and use specific activities to prepare the body.
- Show some understanding of how exercise helps keep them healthy.
- Use their compositional knowledge to create and structure a sequence.
- Talk about dance and gym with guidance, identifying strengths and weaknesses in their own and others work.

Most children will be able to:

- Create and explore imaginative movements inspired by a stimulus or theme.
- Perform simple and difficult movements with good body control and fluency.
- Create motifs and sequences which portray a clear theme or idea through selecting and using a range of actions and compositional ideas, including the use of canon and unison.
- Change the direction, levels, pathways and formations used in sequences and movement phrases, including a contrast in actions and speed.
- Modify the selected movement or structure to suit the music or theme

- Use specific terminology when describing their own and other's work.
- Identify the positive aspects of a performance, giving reasons for this and suggest improvements, based on specific criteria.
- Arrange apparatus safely to suit the needs of the task (gym only).
- Know the importance of a warm-up, cool down, and how to improve fitness and health.
- Identify and describe the different types of exercise which would improve performance and contribute to fitness and well being.
- Works effectively with others to achieve a personal / group goal e.g. leader
- Can express, communicate and listen to opinions when planning and evaluating.

Some children will have progressed further. They will be able to:

- Respond creatively to different stimuli or themes showing imagination, flair and original movements.
- Perform a range of actions, shapes and balances with good control, coordination and fluency.
- Create and structure their own movement patterns and sequences which convey the theme or artistic intention fluently, musically and with control.
- Use direction, level, pathways and formations with creativity and originality, including a contrast in actions and speed.
- Refine the chosen movements or structure.
- Describe, interpret and evaluate dance, using appropriate language and terminology.

- Use their own criteria to judge performance.
- Arrange apparatus safely and creatively to suit the needs of the task (gym only).
- Lead and organise their own warm up and cool down activities.
- Understand and explain why dance and gym improves health and well being.
- Demonstrates excellent leadership when working in a group.
- Enjoys communicating and devising strategies to improve performance.