



Physical Education (Gymnastics) Progression Map

Physical Education (Gymnastics) Intent	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	
Level Expected at the end of EYFS		
<p>The main Early Years Outcomes covered in the Gymnastics units are:</p> <ul style="list-style-type: none">• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception)• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception)• Combine different movements with ease and fluency. (PD: Reception)• Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)• Demonstrate strength, balance and coordination when playing. (PD: ELG)• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)		
National Curriculum Expectations – Key Stage 1 <ul style="list-style-type: none">• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	National Curriculum Expectations – Key Stage 2 <ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	

Area of Study – Health and Fitness

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Area of Study – Acquiring and Developing Skills in Gymnastics (general)

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Create and perform a movement sequence. • Copy actions and movement sequences with a beginning, middle and end. • Link two actions to make a sequence. • Recognise and copy contrasting actions (small/tall, narrow/wide). • Travel in different ways, changing direction and speed. • Hold still shapes and simple balances. • Carry out simple stretches. • Carry out a range of simple jumps, landing safely. • Move around, under, over, and through different objects and equipment. • Begin to move with control and care. 	<ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence. • Travel in a variety of ways, including rolling. • Hold a still shape whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safely. • Move with increasing control and care. 	<ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst travelling in a variety of ways. • Use a range of jumps in their sequences. Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Begin to show flexibility in movements. 	<ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions and levels in their sequences. • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. • Use equipment to vault in a variety of ways. • Carry out balances, recognising the position of their centre of gravity and how this affects the balance. • Begin to develop good technique when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances.

Area of Study – Rolls

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Curled side roll (egg roll) • Log roll (pencil roll) • Teddy bear roll 	<ul style="list-style-type: none"> • Log roll (controlled) • Curled side roll (egg roll) (controlled) • Teddy bear roll (controlled) 	<ul style="list-style-type: none"> • Log roll (controlled) • Curled side roll (egg roll) (controlled) • Teddy bear roll (controlled) • Rocking forward roll • Crouched forward roll 	<ul style="list-style-type: none"> • Crouched forward roll • Forward roll from standing • Tucked backward roll 	<ul style="list-style-type: none"> • Forward roll from standing • Straddle forward roll • Tucked backward roll • Backward roll to straddle 	<ul style="list-style-type: none"> • Forward roll from standing • Straddle forward roll • Pike forward roll • Tucked backward roll • Backward roll to straddle 	<ul style="list-style-type: none"> • Forward roll from standing • Straddle forward roll • Pike forward roll • Dive forward roll • Tucked backward roll • Backward roll to straddle • Backward roll to standing pike • Pike backward roll

Area of Study – Jumps

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Half turn jump 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring • Cat spring to straddle 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Cat leap 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Stag jump • Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn • Split leap 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Stag jump • Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn • Cat leap full-turn • Split leap • Stag leap

Area of Study – Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Straight jump off springboard 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Straight jump off springboard • Tuck jump off springboard 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off • Squat through vault 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off • Squat through vault • Straddle over vault

Area of Study – Handstands, Cartwheels and Round-Offs

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Bunny hop 	<ul style="list-style-type: none"> Bunny hop Front support wheelbarrow with partner 	<ul style="list-style-type: none"> Bunny hop Front support wheelbarrow with partner T-lever Scissor kick 	<ul style="list-style-type: none"> Handstand Lunge into handstand Cartwheel 	<ul style="list-style-type: none"> Lunge into handstand Lunge into cartwheel 	<ul style="list-style-type: none"> Lunge into handstand Lunge into cartwheel Lunge into round-off 	<ul style="list-style-type: none"> Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off

Area of Study – Travelling and Linking Actions

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Tiptoe, step, jump and hop 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Galloping 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot

Area of Study – Shapes and Balances

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Standing balances 	<ul style="list-style-type: none"> • Standing balances • Kneeling balances • Pike, tuck, star, straight, straddle shapes 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Large and small body part balances, including standing and kneeling balances • Balances on apparatus • Matching and contrasting partner balances • Pike, tuck, star, straight, straddle shapes • Front and back support 	<ul style="list-style-type: none"> • 1, 2, 3 and 4- point balances • Balances on apparatus • Balances with and against a partner • Pike, tuck, star, straight, straddle shapes • Front and back support 	<ul style="list-style-type: none"> • 1, 2, 3 and 4- point balances • Balances on apparatus • Part body weight partner balances • Pike, tuck, star, straight, straddle shapes • Front and back support 	<ul style="list-style-type: none"> • 1, 2, 3 and 4- point balances • Balances on apparatus • Develop technique, control and complexity of part-weight partner balances • Group formations • Pike, tuck, star, straight, straddle shapes • Front and back support

Area of Study – Compete/Perform

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Control my body when performing a sequence of movements. • Participate in simple games. 	<ul style="list-style-type: none"> • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. 	<ul style="list-style-type: none"> • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner 	<ul style="list-style-type: none"> • Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy. 	<ul style="list-style-type: none"> • Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> • Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Begin to record their peers' performances, and evaluate these.

Area of Study – Evaluate

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Talk about what they have done. • Talk about what others have done. 	<ul style="list-style-type: none"> • Watch and describe performances. • Begin to say how they could improve. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> • Choose and use criteria to evaluate own and others' performances. • Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.