



## 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<br>↓ | Subject area<br>→ | 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<br>Balancing<br>Slide-along the floor                                      | Sitting balances and laying (using core)   |   |
| Reception       |                   | <p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p> | <p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p>                          | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn</p>                   | Bunny hop  | Tiptoe, step, jump and hop  | <p>Standing balances</p>   | <p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games</p>            |
| Year 1          |                   | <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p>  | <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn</p> <p>Cat spring</p> | <p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> | <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> | <p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> | <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt</p> |

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|        | <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. Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely. 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>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</p> <p>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> |

| Year group | Subject area  | Evaluate  |
|------------|---|---|
| Nursery    |  |   |
| Reception  |   | <p>Talk about what they have done.</p> <p>Talk about what others have done.</p> |

|        |  |
|--------|--|
| Year 1 | Watch and describe performances.<br>Begin to say how they could improve  |
| Year 2 | Watch and describe performances and use what they see to improve their own performance.<br>Talk about the differences between their work and that of others. |