

# ST MARY'S CATHOLIC ACADEMY GYMNASTICS KNOWLEDGE SKILLS AND VOCABULARY PROGRESSION



Physical Development Gross Motor Skills ELG		National Curriculum – In KS1 pupils should be taught to:		
<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>		
	EYFS	YEAR 1	YEAR 2	
KNOWLEDGE	<p><b>Shapes:</b> understand that I can make different shapes with my body.</p> <p><b>Balances:</b> know that I should be still when holding a balance.</p> <p><b>Rolls:</b> know that I can change my body shape to help me to roll.</p> <p><b>Jumps:</b> know that bending my knees will help me to land safely.</p> <p><b>Strategy:</b> know that if I hold a shape and count to five people will see it clearly.</p>	<p><b>Shapes:</b> understand that I can improve my shapes by extending parts of my body.</p> <p><b>Balances:</b> know that balances should be held for 5 seconds.</p> <p><b>Rolls:</b> know that I can use different shapes to roll.</p> <p><b>Jumps:</b> know that landing on the balls of my feet helps me to land with control.</p> <p><b>Strategy:</b> know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p><b>Shapes:</b> know that some shapes link well together.</p> <p><b>Balances:</b> understand that squeezing my muscles helps me to balance.</p> <p><b>Rolls:</b> understand that there are different teaching points for different rolls.</p> <p><b>Jumps:</b> understand that looking forward will help me to land with control.</p> <p><b>Strategy:</b> know that if I use shapes that link well together it will help my sequence to flow.</p>	
SKILLS	<p><b>Shapes:</b> show contrast with my body including wide/narrow, straight/curved.</p> <p><b>Balances:</b> explore shapes in stillness using different parts of my body.</p> <p><b>Rolls:</b> explore rocking and rolling.</p> <p><b>Jumps:</b> explore jumping safely.</p>	<p><b>Shapes:</b> explore basic shapes straight, tuck, straddle, pike.</p> <p><b>Balances:</b> perform balances making my body tense, stretched and curled.</p> <p><b>Rolls:</b> explore barrel, straight and forward roll progressions.</p> <p><b>Jumps:</b> explore shape jumps including jumping off low apparatus.</p>	<p><b>Shapes:</b> explore using shapes in different gymnastic balances.</p> <p><b>Balances:</b> remember, repeat and link combinations of gymnastic balances.</p> <p><b>Rolls:</b> explore barrel, straight and forward roll and put into sequence work.</p> <p><b>Jumps:</b> explore shape jumps and take off combinations</p>	
VOCABULARY	<p>Move copy shape over space rock around safely sideways travel forwards backwards</p>	<p>Action jump roll level direction speed point balance</p>	<p>Link pathway sequence tuck straddle speed star pike</p>	

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National Curriculum – In KS2 pupils should be taught to:				
	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p><b>Shapes:</b> understand how to use body tension to make my shapes look better.</p> <p><b>Balances:</b> understand that I can make my balances look interesting by using different levels.</p> <p><b>Rolls:</b> understand the safety considerations when performing more difficult rolls.</p> <p><b>Jumps:</b> understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p><b>Strategy:</b> know that if I use different levels it will help to make my sequence look interesting.</p>	<p><b>Shapes:</b> understand how shapes can be used to improve my sequence.</p> <p><b>Inverted movements:</b> know that inverted movements are actions in which my hips go above my head.</p> <p><b>Balances:</b> know how to keep myself and others safe when performing partner balances.</p> <p><b>Rolls:</b> understand that I can keep the shape of my roll using body tension.</p> <p><b>Jumps:</b> know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p><b>Strategy:</b> know that if I use different directions it will help to make my sequence look interesting.</p>	<p><b>Shapes:</b> understand that shapes underpin all other skills.</p> <p><b>Inverted movements:</b> understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p><b>Balances:</b> understand how to use contrasting balances to make my sequences look interesting.</p> <p><b>Rolls:</b> understand that I need to work within my own capabilities and this may be different to others.</p> <p><b>Jumps:</b> understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p><b>Strategy:</b> know that if I use different pathways it will help to make my sequence look interesting</p>	<p><b>Shapes:</b> know which shapes to use for each skill.</p> <p><b>Inverted movements:</b> understand that spreading my weight across a base of support will help me to balance.</p> <p><b>Balances:</b> know where and when to apply force to maintain control and balance.</p> <p><b>Rolls:</b> understand that I can use momentum to help me to roll and know where that momentum from.</p> <p><b>Jumps:</b> understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p><b>Strategy:</b> know that if I use changes in formation it will help to make my sequence look interesting</p>
SKILLS	<p><b>Shapes:</b> explore matching and contrasting shapes.</p> <p><b>Balances:</b> explore point and patch balances and transition smoothly into and out of them.</p> <p><b>Rolls:</b> develop the straight, barrel, and forward roll.</p> <p><b>Jumps:</b> develop stepping into shape jumps with control</p>	<p><b>Shapes:</b> develop the range of shapes I use in my sequences</p> <p><b>Inverted movements:</b> develop strength in bridge and shoulder stand.</p> <p><b>Balances:</b> develop control and fluency in individual and partner balances.</p> <p><b>Rolls:</b> develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p><b>Jumps:</b> develop control in performing and landing rotation jumps.</p>	<p><b>Shapes:</b> perform shapes consistently and fluently linked with other gymnastic actions.</p> <p><b>Inverted movements:</b> explore progressions of a cartwheel.</p> <p><b>Balances:</b> explore symmetrical and asymmetrical balances.</p> <p><b>Rolls:</b> develop control in the straight, barrel, forward, straddle and backward roll.</p> <p><b>Jumps:</b> select a range of jumps to include in sequence work.</p>	<p><b>Shapes:</b> combine and perform gymnastic shapes more fluently and effectively.</p> <p><b>Inverted movements:</b> develop control in progressions of a cartwheel and a headstand.</p> <p><b>Balances:</b> explore counter balance and counter tension.</p> <p><b>Rolls:</b> develop fluency and consistency in the straddle, forward and backward roll.</p> <p><b>Jumps:</b> combine and perform a range of gymnastic jumps more fluently and effectively.</p>
VOCAB	<p>flow explore create matching interesting control contrasting</p>	<p>quality perform inverted technique apparatus extension</p>	<p>symmetrical rotation aesthetics canon asymmetrical synchronisation progression</p>	<p>momentum fluently stability formation counter balance counter tension</p>

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