

Progression in Gymnastics at Ashleigh

Year 1	Year 2	Year 3	
<p>YEAR 1</p> <ul style="list-style-type: none"> I can remember and repeat actions and shapes. I can make my body tense, relaxed, stretched and curled. I can show an awareness of space when travelling. I can link simple actions together. I can use apparatus safely. I can recognise changes in my body when I do exercise. 	<p>YEAR 2</p> <ul style="list-style-type: none"> I can plan and repeat simple sequences of actions. I can use shapes when performing other skills. I can use directions and levels to make my work look interesting. I can perform the basic gymnastic actions with some control and balance. I can describe how my body feels during exercise. 	<p>YEAR 3</p> <ul style="list-style-type: none"> I use a greater number of my own ideas for movements in response to a task. I can choose and plan sequences of contrasting actions. I complete actions with increasing balance and control. I can move in unison with a partner. I can choose actions that flow well into one another. I can adapt sequences to suit different types of apparatus. With help, I can recognise how performances could be improved. I understand why it is important to warm up. 	
<p><u>Key Vocabulary</u></p> <p>Straight, barrel, tuck, pike, straddle, sequence</p>	<p><u>Key Skills</u></p> <p>Travelling, Shapes, Balances, Shape jumps, Take-off and landing, Barrel roll, Straight roll, Introduction to a forward roll</p>	<p><u>Key Vocabulary</u></p> <p>Extension, body tension, rotation, momentum</p>	<p><u>Key Skills</u></p> <p>Individual point and patch balances, Straight roll, Barrel roll, Forward roll, Straight jump, Tuck jump, Star jump, Rhythmic gymnastics using a hoop</p>
Year 4	Year 5	Year 6	
<p>YEAR 4</p> <ul style="list-style-type: none"> I can safely perform balances individually and with a partner. I can plan and perform sequences with a partner that include a change of level and shape. I understand how body tension can improve the control and quality of my movements. I can explain what happens in my body when I warm up. I can watch, describe and suggest possible improvements to others' performances and my own. I can identify some muscle groups used in gymnastic activities. 	<p>YEAR 5</p> <ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use strength and flexibility to improve the quality of a performance. I can lead a partner through short warm-up routines. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I understand what counter balance and counter tension is and can show examples with a partner. I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences taking using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can suggest changes and use feedback to improve a sequence. 	
<p><u>Key Vocabulary</u></p> <p>Extension, body tension, rotation, momentum, inversion, pathways</p>	<p><u>Key Skills</u></p> <p>Individual and partner balances, Jumps using rotation, Straight roll, Barrel roll, Forward roll, Straddle roll, Bridge, Shoulder stand</p>	<p><u>Key Vocabulary</u></p> <p>inversion, symmetrical, asymmetrical, counter balance, counter tension</p>	<p><u>Key Skills</u></p> <p>Straddle roll, Forward roll, Backward roll, Counter balance, Counter tension, Bridge, Shoulder stand, Handstand, Cartwheel, Headstand, Vault</p>