

Gymnastics progression at Christ Church Infants School

Early Years Outcomes	National Curriculum aims at KS1	
<p>-Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.</p> <p>- To support the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p>- Adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>- Repeated and varied opportunities to explore and play with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>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.</p>	

Reception	Year 1	Year 2
Health and fitness		
I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	<p>I can show how to exercise safely.</p> <p>I can discuss how my body feels during exercise.</p>	I can explain why you need to warm up and cool down.
Acquiring and developing skills in gymnastics		
<p>I can make my body tense, curled, relaxed and stretched.</p> <p>I can copy sequences and repeat them.</p> <p>I can travel in different ways.</p> <p>I can roll in different ways.</p>	<p>I can make my body tense, curled, relaxed and stretched.</p> <p>I can control my body when travelling and change speed and direction.</p> <p>I can control my body when balancing.</p>	<p>I can move with increasing control and care.</p> <p>I can copy, explore and remember actions and movements to create my own sequence.</p> <p>I can link my movements together.</p>

<p>I can balance in different ways.</p> <p>I can stretch in different ways.</p> <p>I can curl in different ways.</p> <p>I can begin to balance with control.</p> <p>I can move around, under, over and through different objects and equipment.</p>	<p>I can climb safely.</p> <p>I can create and perform a short sequence of movements.</p> <p>I can copy action and movement sequences with a beginning, middle and end.</p> <p>I can link 2 actions to make a movement sequence.</p> <p>I can hold still shapes and simple balances.</p> <p>I can carry out a range of simple jumps.</p> <p>I can begin to move with control and care.</p> <p>I can move around, under, over and through different objects and equipment.</p>	<p>I can work on my own and with a partner to create a sequence.</p> <p>I can travel in a variety of ways.</p> <p>I can hold a still shape whilst balancing on different parts of the body.</p> <p>I can jump in a variety of ways and land with increasing control and balance.</p> <p>I can climb onto and jump off of the equipment safely.</p>
Jumps		
<p>Star</p> <p>Tuck</p> <p>Straight jump</p> <p>Half turn</p>	<p>Star</p> <p>Tuck</p> <p>Straight jump</p> <p>Pike</p> <p>Straddle</p> <p>Half turn</p>	<p>Star</p> <p>Tuck</p> <p>Straight jump</p> <p>Pike</p> <p>Straddle</p> <p>Half turn</p> <p>Cat spring</p>
Travelling and linking actions		
<p>Tiptoe</p> <p>Step</p> <p>Jump</p> <p>Hop</p>	<p>Tiptoe</p> <p>Step</p> <p>Jump</p> <p>Hop</p>	<p>Tiptoe</p> <p>Step</p> <p>Jump</p> <p>Hop</p>

	Hopscotch Gallop Skip	Hopscotch Gallop Skip Straight jump with a half turn
Shapes and balances		
Standing balances	Standing balances Kneeling balances Straight Dish Arch Pike, tuck, star, straight, straddle shapes using low apparatus/large apparatus	Standing balances Kneeling balances Straight Dish Arch Pike, tuck, star, straight, straddle shapes using low apparatus/large apparatus Points- using small bases of support Patches- using large bases of support
Compete/ Perform		
I can control my body when performing a sequence of movements. I can participate in simple games.	I can perform using a range of actions and body parts with some co-ordination. I can begin to perform learnt skills with some control.	I can perform sequences of my own with composition and co-ordination. I can perform learnt skills with increasing control.
Evaluating and improving performance		
I can talk about what I have done. I can talk about what others have done.	I can watch and describe performances. I can begin to say how they could improve.	I can watch and describe performances and use what I have seen to improve my own performance. I can talk about the differences between my work and that of others.