

# Nursery Physical Development Progression- Gymnastics Focus



Fundamentals. Continuous Provision

Phase Nursery	Gross Motor Skills
	Children will be learning to....
(a) Prior learning birth to 3	<ul style="list-style-type: none"> <li>• To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Move by walking and running. Begin to jump and climb, begin to climb the stairs with support from a hand or banister.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>
(b) 3 & 4 year olds	<ul style="list-style-type: none"> <li>• Move by walking and running, but be able to change direction to avoid obstacles and other children.</li> <li>• Continue to develop their movement and balancing</li> <li>• Go up steps and stairs, including climbing on/up apparatus, using alternate feet.</li> <li>• Balancing across a plank with adult support.</li> <li>• Begin to hop.</li> <li>• Gradually be able to balance and stand on one leg</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks during big movement sessions, wiggle and squiggle sessions.</li> <li>• Walk on different parts of their feet; tiptoes, heels.</li> <li>• Increasingly be able to use and remember sequences</li> </ul>

<b>End Points for Nursery</b>	<ul style="list-style-type: none"> <li>● Walk backwards avoiding obstacles.</li> <li>● To climb safely, showing an awareness of risks and talking about them.</li> <li>● To jump off apparatus safely, landing on both feet.</li> <li>● To be able to skip with two legs confidently.</li> <li>● To move in a variety of ways; rolling, crawling and sliding.</li> <li>● Choose the right equipment to do a challenge safely.</li> <li>● Walk across a plank safely and with confidence.</li> </ul>
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Fundamentals. Continuous Provision Gymnastics sessions

<b>Phase Reception</b>	<b>Gross Motor Skills</b>
	<p style="text-align: center;">Children will be learning to....</p>
(a)	<ul style="list-style-type: none"> <li>● Moving with developing control showing enjoyment of running and beginning to travel with more speed and control.</li> <li>● To be able to respond to simple commands eg: stop, go, fast, slow.</li> <li>● Negotiate obstacles safely with consideration for themselves and others.</li> <li>● Be able to identify a safe space to stand.</li> <li>● Develop their overall body strength and co-ordination, using a range of open-ended materials in play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</li> <li>● Develop their balance and agility to engage successfully with gymnastics</li> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
(b)	<ul style="list-style-type: none"> <li>● Combine different movements with ease and fluency, through creating obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</li> <li>● Hang and swing from the bars, developing overall body-strength, balance, co-ordination and agility.</li> </ul>
(c) ELG	<p style="text-align: center;"><b>ELG: Gross Motor Skills</b></p> <p>Children at the expected level of development will: -</p> <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>

## Year 1 ready

Based on Progression in Physical Development EYFS, these are the fundamental basic skills which children will need to learn before they finish Reception, in order to be ready for the KS1 gymnastics curriculum:

- To begin to **control** their whole body through continual practice of large movements, such as **waving, kicking, rolling, crawling, sliding** and **walking**.
- To be able to **skip, hop, stand on one leg** and **hold a pose** for a game like musical statues.
- **Clap** and **stamp** to music.
- Move by **walking** and **running**. Begin to **jump** and **climb**, begin to climb the stairs with support from a hand or banister.
- Be able to quickly **change direction** to avoid **obstacles** and other children.
- Go up steps and stairs, including climbing on/up apparatus, using alternate feet.
- **Balancing** across a plank with adult support.
- Gradually be able to balance and stand on one leg and begin to be able to '**freeze**' their body when the music stops, when playing games.
- Walk on different parts of their **feet; tiptoes, heels**.
- Increasingly be able to use and remember **sequences** and **patterns** of movements which are related to music and rhythm.
- With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- To run confidently at different **speeds; fast** and **slow**.
- Walk **backwards** avoiding obstacles.
- To climb safely, showing an awareness of risks and talking about them.
- To **jump** off apparatus safely, landing on both feet.
- Walk **across** a plank safely and with confidence.
- To be able to respond to simple **commands** eg: **stop, go, fast, slow**.
- Negotiate obstacles safely with consideration for themselves and others.
- Be able to identify a safe **space** to stand.

- Develop their balance and agility to engage successfully with gymnastics and sport. Children to experience **spinning, rocking, sliding, stepping, bouncing, jumping**.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Use our bodies to be creative and come up with imaginative actions.
- Use our bodies to show different **levels** in our travelling movements.

### **Safety and routines**

- Children need to be taught the specific boundaries and playing area of a game or activities so that they can engage safely.
- Children need to be taught to listen carefully to instructions and follow them closely in order to ensure their safety and the safety of others.
- Children will be taught the importance of a warm up both for their bodies to be able to access the lesson successfully but also to be able to understand where they can safely find space in which to perform the activities.
- Children will need to know that PE lessons are not simply play time and that they are there to learn as much as enjoy themselves.

NB – key words highlighted in bold will be taught to the children so that they can 1) recall them 2) understand them and 3) demonstrate their meaning in context.

# Key Stage 1 & 2 Gymnastics

## Progression



NB : Progression of skills will not be limited by year group but decided at the discretion of teacher.

<b>Balancing</b>			
<b>Initially</b>	<b>Moving on to</b>	<b>Developing to</b>	<b>Finally</b>
<p>Travel and balance with my body in a wide shape</p> <p>Take up wide balances and spin in wide body positions</p> <p>Form a sequence of long shapes whilst in balance, motion and flight</p> <p>Change the point of contact in balances by leading into the next balance by twisting</p> <p>Twist my body, whilst firstly in motion and then in balance</p> <p>Perform counterbalances against the apparatus</p> <p>Work in synchronisation with a partner to perform different balances and twists</p>	<p>Hold balances with good control</p> <p>Find ways of moving out of one balance and into another</p> <p>Create a sequence of rolls and balance</p> <p>Create asymmetrical and symmetrical shapes in balances on patches</p> <p>Take body weight on my back and shoulders, both in balance and in motion</p> <p>Take my weight on my back, bottom and shoulders both in balance and in motion</p> <p>Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion</p>	<p>Perform balances on patches and in unison, and rolls in canon</p> <p>What counter tension balances are</p> <p>Hold balances on different numbers of points of contact</p>	<p>Hold controlled balances on a variety of points and patches on a given number of body parts</p> <p>Hold a range of symmetrical and asymmetrical counter balances</p> <p>Roll as part of a balancing and rolling sequence</p> <p>Form strong arches and bridges</p> <p>Hold a range of symmetrical and asymmetrical balances counter balances with a partner</p> <p>Link asymmetrical counter tension balances and counter balances using transitional moves</p> <p>Perform asymmetrical counter balances in a sequence, using canon or unison</p> <p>Use the apparatus and/or pupils when balancing</p> <p>Control an Arabesque</p>

<p>Stretch whilst in balance</p> <p>Show inversion and counterbalance using the apparatus</p>			
<b>Movement</b>			
<b>Initially</b>	<b>Moving on to</b>	<b>Developing to</b>	<b>Finally</b>
<p>Push and pull myself along the ground on different parts of my body</p> <p>Step and turn gracefully</p> <p>Jump in different pathways with coordination</p> <p>Perform a sequence in zig zag pathway</p> <p>Travel across the floor like a spider</p> <p>Take my own body weight and move in tight curled shapes</p> <p>Create a sequence of curled movements on the floor and apparatus</p> <p>Change the direction and level of my work</p> <p>Perform at different levels</p> <p>Perform a sequence of moves with a partner</p> <p>Work in curled, long and narrow shapes and moves</p>	<p>Jump with a 90 degree turn</p> <p>Turn through 180 degrees</p> <p>Jump through 180 and 270 degrees from a standing start</p> <p>Demonstrate variety in my movements on floor and apparatus using different pathways</p> <p>Demonstrate zig zag and straight pathways in my sequence work</p> <p>Travel backwards and sideways as part of a sequence</p> <p>Link my movements together well</p> <p>Demonstrate agility, balance and coordination</p> <p>Perform a twist and then roll</p> <p>Twist whilst in inversion</p> <p>Stretch and curl whilst performing a variety of gymnastic movements</p> <p>Demonstrate a variety of ways of travelling into and out of supports</p> <p>Perform a sequence with clear starting and finishing positions</p>	<p>Step gracefully and with control</p> <p>Turn through 90, 180, 270 and 360 degrees</p> <p>Spin on points and patches</p> <p>Show different graceful ways of getting from floor to ground and vice versa</p> <p>Link high and low moves</p> <p>Explore a variety of rolls</p> <p>Travel on patches close to the ground</p> <p>Link movements seamlessly</p> <p>Take weight on my hands as part of a sequence of moves</p> <p>Perform shoulder and teddy bear rolls</p> <p>Take my weight on my back, bottom and shoulders both in balance and in motion</p> <p>Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion</p>	<p>Travel in lots of interesting ways over benches, creating fluent and controlled sequences</p> <p>Work over and under on the floor and apparatus</p> <p>Slide, scramble, push and spin</p> <p>I can work at different levels with weight on a variety of points and patches</p> <p>Roll as part of a balancing and rolling sequence</p> <p>Take off, from one foot and two feet</p> <p>Gain elevation from a powerful run and dynamic take off</p> <p>Take off from one foot and two</p> <p>Create shapes whilst in flight</p> <p>Land with soft knees and in a strong symmetrical position</p> <p>Leapfrog</p> <p>Perform jumps gracefully</p> <p>A range of interesting jumps</p> <p>Spin on a variety of points and patches</p> <p>Travel on different body parts</p>

	Demonstrate curling, stretching and arching in my work	Create a sequence of spins on points at different levels and with smooth transitions  Walk like a giraffe  Spin symmetrically and asymmetrically on points and patches  Work at different levels	
<b>Sequencing</b>			
<b>Initially</b>	<b>Moving on to</b>	<b>Developing to</b>	<b>Finally</b>
<p>Create a sequence involving stepping and turning</p> <p>Form a sequence by travelling in specified pathways</p> <p>Create sequences in curved pathways on the floor and on the apparatus</p> <p>Use different pathways within a sequence</p> <p>Create a sequence of curled movements on the floor and apparatus</p> <p>Form a sequence of long shapes whilst in balance, motion and flight</p> <p>Form a sequence to include a curled shape, a narrow shape and a wide shape</p> <p>Perform a sequence of moves with a partner</p>	<p>Create a sequence in zig zag pathways</p> <p>Demonstrate zig zag and straight pathways in my sequence work</p> <p>Perform a sequence of moves in a curved pathway</p> <p>Travel backwards and sideways as part of a sequence</p> <p>Make my sequences flow</p> <p>Create a sequence of work with a clear start and controlled twists, spins and turns</p> <p>Create a sequence which flows and involves arching and stretching</p> <p>Create a sequence with seamless transitions between stretches and curls</p> <p>Perform a sequence with clear starting and finishing positions</p>	<p>Create a sequence of rolls and balance</p> <p>Take weight on my hands as part of a sequence of moves</p> <p>Create a sequence using different spins on patches</p> <p>Create a sequence of spins on points at different levels and with smooth</p> <p>Create a sequence using a range of symmetrical and asymmetrical gymnastic moves</p>	<p>Create a sequence with a partner involving supporting body weight on front and back</p> <p>Travel in lots of interesting ways over benches, creating fluent and controlled sequences</p> <p>Perform in canon to a consistent tempo, so that my sequence flow</p> <p>Create a sequence working at different levels and with different dynamics</p> <p>Perform matching moves with a partner within a sequence, mirroring a partner's symmetrical and asymmetrical shapes</p> <p>Perform a sequence with a partner, which moves from matching moves to contrasting</p> <p>Create a sequence of moves in unison with a partner</p> <p>Roll as part of a balancing and rolling sequence</p> <p>Perform a sequence in canon at different levels</p> <p>Perform asymmetrical counter balances in a sequence, using canon or unison</p>

			<p>Explore different levels in my sequences to include flight and travelling close to the ground</p> <p>Create a sequence where starting and finishing points are clearly defined</p> <p>Work in a group of 6 to create a sequence involving different formations and pathways</p> <p>Work as part of a team to create a sequence involving flight</p> <p>Perform a sequence as a group with changes in direction, level and speed</p> <p>Create sequences with pathways that cross</p> <p>Time my moves within a group sequence</p>
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<b>Performance</b>			
<b>Initially</b>	<b>Moving on to</b>	<b>Developing to</b>	<b>Finally</b>
<p>Perform a sequence of moves with a partner</p>	<p>Perform with control and adaptations to my original work</p> <p>Perform a sequence of moves in a curved pathway</p> <p>Perform a variety of moves on floor and apparatus using different pathways</p> <p>Perform a sequence with clear starting and finishing positions</p>	<p>Perform with work at contrasting levels</p> <p>Perform a range of gymnastic movements at my own level</p> <p>Perform in front of my peers with physical confidence</p> <p>Perform with control and a range of dynamics</p> <p>Perform with smooth transitions</p>	<p>Perform with good technique and seamless transitions</p> <p>Perform in canon to a consistent tempo, so that my sequence flow</p> <p>Perform balances on patches and in unison, and rolls in canon</p> <p>Perform in a group demonstrating different dynamics- changes of level, speed and direction</p> <p>Perform a routine as a group, displaying canon and unison</p>



<b>Partner/group work</b>			
<b>Initially</b>	<b>Moving on to</b>	<b>Developing to</b>	<b>Finally</b>
<p>Perform a sequence of moves with a partner</p>	<p>Mirror the move of my partner</p>	<p>Perform a series of symmetrical and asymmetrical rolls with a partner</p> <p>Work in different formations</p> <p>Perform in unison with others</p> <p>Alternate between performing symmetrically and asymmetrically</p>	<p>Roll over my partner who is in a long pencil shape</p> <p>Create a sequence with a partner involving supporting body weight on front and back</p> <p>Leapfrog others safely</p> <p>Create opportunities for others to travel over and under me</p> <p>Perform in unison with others</p> <p>Travel over a partner by taking my weight on my hands</p> <p>Spin from a front to a back support, over my partner who is in a pencil shape</p> <p>Contrast my partner's moves so that we work at different levels and in different paths</p> <p>Perform a sequence with a partner, which moves from matching moves to contrasting</p> <p>Work as a group to demonstrate fluent routines involving mirroring and contrasts</p> <p>Perform elements of unison and canon in a group routine</p> <p>Work in a group of 6 to create a sequence involving different formations and pathways</p> <p>Work as part of a team to create a sequence involving flight</p>