

Gymnastics Coverage Overview



EYFS Statutory Educational Programme and National Curriculum

EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

National Curriculum – yellow highlights where this links more with the gymnastics strand of the curriculum

Gymnastics is taught in Early Years in short blocks, alternating between dance and gymnastics. It is understood that there are a lot of elements of Physical Development that support the children in their progression of gymnastic skills that they access via Continuous Provision. There are also elements of the fundamentals sessions led by our sports coach which also develop key skills used within gymnastics.

Further detail to be added for nursery

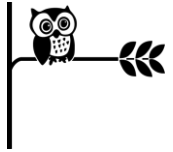
Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	No specific gymnastics sessions		High and Low	High and Low	Travelling, Stopping and Making Shapes	Travelling, Stopping and Making Shapes

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Indoor PE: Settling in and establishing safe routines in the hall, listening to instructions,	Gym: Flight, bouncing, landing and jumping	Gym: Flight, bouncing, landing and jumping Rocking and rolling	Gym: Rocking and rolling	Gym: Rocking and rolling Gym in the jungle	Gym: Gym in the jungle

	being able to find safe space.					
		<p>Flight, bouncing, landing and jumping:</p> <ul style="list-style-type: none">• Jump in a variety of ways• Construct a simple jumping sequence with a partner• Jump showing good technique throughout take-off and landing.• Control a star jump and pencil jump• Jump through turns with control• Jump and show a tucked body shape in the air• Jump as part of a sequence of other movements.• Change leg positions whilst in the air• Execute a variety of jumps and leaps with control.• Include jumps and leaps in sequence work on the floor and apparatus	<p>Rocking and Rolling:</p> <ul style="list-style-type: none">• Rock on different body parts• Perform a sequence of moves where the child is able to transfer the weight from one part of their body to another• Travel from a rock into a roll• Perform a log and egg roll with control and as part of a sequence.• Roll sideways and forwards with control• Be able to Leap• Be able to Scissor kick• Perform varieties of pencil rolls• Jump from low apparatus in different ways• Perform in canon with a partner• Demonstrate 3 different ways of rolling with good control.• Move from one roll to another by rocking.• Give good feedback to a partner	<p>Gym in the jungle:</p> <ul style="list-style-type: none">• To develop the ability to move in a range of ways.• To increase the ability to move around and onto equipment.• To increase the ability to move under and onto equipment.• To increase the ability to move over and onto equipment.• To increase the ability to move through and onto equipment.• To combine movements together while negotiating different equipment.		



Key Stage One and Two Gymnastics Overview

	Autumn	Spring	Summer
Year 1	Balancing and spinning on points and patches (autumn 1)	Pathways small and long (spring 1)	Wide, narrowed and curled rolling and balancing (summer 1)
Year 2	Pathways – straight, zigzag and curving (autumn 1)	Spinning, turning and twisting (spring 1)	Stretching, curling and arching (summer 1)
Year 3	Linking movements together (autumn 1)	Receiving body weight (spring 1)	Symmetry and asymmetry (partners) (summer 1)
Year 4			
Year 5	Matching, mirroring and contrast (autumn 2)	Partner work – under and over (spring 2)	Synchronisation and canon (summer 2)
Year 6	Counter balance and counter tension (autumn 2)	Flight (spring 2)	Group sequencing (summer 2)

Specific Objective Coverage

DETAIL TO BE ADDED FOR NURSERY

Reception:

<p>Flight, bouncing, landing and jumping:</p> <ul style="list-style-type: none"> • Jump in a variety of ways • Construct a simple jumping sequence with a partner • Jump showing good technique throughout take-off and landing. • Control a star jump and pencil jump • Jump through turns with control • Jump and show a tucked body shape in the air • Jump as part of a sequence of other movements. • Change leg positions whilst in the air • Execute a variety of jumps and leaps with control. • Include jumps and leaps in sequence work on the floor and apparatus 	<p>Rocking and Rolling:</p> <ul style="list-style-type: none"> • Rock on different body parts • Perform a sequence of moves where the child is able to transfer the weight from one part of their body to another • Travel from a rock into a roll • Perform a log and egg roll with control and as part of a sequence. • Roll sideways and forwards with control • Be able to Leap • Be able to Scissor kick • Perform varieties of pencil rolls • Jump from low apparatus in different ways • Perform in canon with a partner • Demonstrate 3 different ways of rolling with good control. • Move from one roll to another by rocking. • Give good feedback to a partner 	<p>Gym in the jungle:</p> <ul style="list-style-type: none"> • To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment.
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Pathways - Small & Long (Y1 - KS1)
Skills

<p>Step in controlled elegant movements Create a sequence involving stepping and turning Push and pull myself along the ground on different parts of my body Form a sequence by travelling in specified pathways Step and turn gracefully Travel at high levels to trace a pattern on the floor</p>	<p>Jump in different pathways with coordination Perform a sequence in zig zag pathway Create sequences in curved pathways on the floor and on the apparatus Travel across the floor like a spider Use different pathways within a sequence Mount and dismount apparatus using different pathways</p>
<p>Pathways - Small & Long (Y1 - KS1) Knowledge</p>	
<p>How to form interesting starting positions How to form symmetrical and asymmetrical arm positions Some different pathways to travel in To start my sequences in clearly defined shapes How to turn to my right and left elegantly Different ways of changing direction</p>	<p>How to share space considerably How to link skills to perform actions To use a variety of work at different levels That changes of direction make my work more aesthetically pleasing How to mount and dismount apparatus imaginatively and safely That my sequence work needs to flow from one move to the next</p>
<p>Gymnastics - Wide, Narrow & Curled Rolling & Balancing (Y1 KS1) Skills</p>	
<p>Travel and balance with my body in a wide shape Take up wide balances and spin in wide body positions Take my own body weight and move in tight curled shapes Create a sequence of curled movements on the floor and apparatus Form a sequence of long shapes whilst in balance, motion and flight Transfer some of my floor work onto the apparatus</p>	<p>Move from narrow shapes, to tight curled shapes and back, to form a sequence Change the direction and level of my work Form a sequence to include a curled shape, a narrow shape and a wide shape Perform at different levels Perform a sequence of moves with a partner Work in curled, long and narrow shapes and moves</p>

Gymnastics - Wide, Narrow & Curled Rolling & Balancing (Y1 KS1)	
Knowledge	
<p>To control my moves and move elegantly from one move to the next</p> <p>To work at different levels and with changes of direction</p> <p>What inversion is</p> <p>How to feedback to a partner</p> <p>To find a good starting position on the floor or apparatus</p> <p>To control my movements</p>	<p>What a contrast is</p> <p>Why changing level and direction are important</p> <p>How to share the apparatus</p> <p>To give constructive feedback</p> <p>How to work with a partner to agree a sequence</p> <p>Different ways of performing with a partner</p>
Gymnastics - Pathways: Straight, Zigzag & Curving (Y2 KS1)	
Skills	
<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>Create a sequence in zig zag pathways</p> <p>Demonstrate variety in my movements</p> <p>Demonstrate zig zag and straight pathways in my sequence work</p> <p>Perform with control and adaptations to my original work</p>	<p>Perform a sequence of moves in a curved pathway</p> <p>Improve my work by acting upon feedback</p> <p>Travel backwards and sideways as part of a sequence</p> <p>Link my movements together well</p> <p>Perform a variety of moves on floor and apparatus using different pathways</p> <p>Make my sequences flow</p>
Gymnastics - Pathways: Straight, Zigzag & Curving (Y2 KS1)	
Knowledge	
<p>What a 90, 180 and 270 degree turn looks like</p> <p>How to take off one foot and then spring from 2 feet into a jump</p> <p>What a zig zag pathway is</p> <p>That feedback is essential to help me improve</p>	<p>What a curved pathway is</p> <p>Different gymnastic moves that fit nicely into performing in a curved pathway</p> <p>What mirroring is</p>

<p>Ways that I can adapt work to make it even better</p> <p>The importance of changes of level and direction</p>	<p>How to perform in synchrony with a partner</p> <p>Good ways of transitioning from one move to the next</p> <p>How to make my performances aesthetically pleasing</p>
Gymnastics - Spinning, Turning & Twisting (Y2 KS1) Skills	
<p>Demonstrate agility, balance and coordination</p> <p>Perform a twist and then roll</p> <p>Change my pathway after each roll by spinning</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>Twist whilst in inversion</p>	<p>Perform counter balances against the apparatus</p> <p>Work in synchronisation with a partner to perform different balances and twists</p> <p>Work with a partner in counter balance and counter tension</p> <p>Mirror the moves of my partner</p> <p>Create a sequence of work with a clear start and controlled twists, spins and turns</p>
Gymnastics - Spinning, Turning & Twisting (Y2 KS1) Knowledge	

<p>What a twist is</p> <p>Ways of twisting with different body parts</p> <p>How to perform a fluent routine where work is controlled and varied</p> <p>What the difference between a turn and a twist is.</p>	<p>How to counter balance using the apparatus</p> <p>How to coordinate movements at the same time as my partner.</p> <p>What the difference between counter balance and counter tension is</p> <p>How to up-level my work</p> <p>How to use transitional movements to link my ideas</p>
Gymnastics - Stretching, Curling & Arching (Y2 KS1) Skills	
<p>Travel in curled positions</p> <p>Support my own body weight in curled positions</p> <p>Stretch whilst in balance</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>Arch my body</p> <p>Stretch and curl whilst performing a variety of gymnastic movements</p>	<p>Show inversion and counterbalance using the apparatus</p> <p>Form front and back supports</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>Demonstrate curling, stretching and arching in my work</p>
Gymnastics - Stretching, Curling & Arching (Y2 KS1) Knowledge	
<p>What a curled shape looks like</p> <p>That I can magpie ideas from others</p> <p>What points are</p> <p>How to form arches with my body</p>	<p>The difference between stretching and curling</p> <p>How to 'perform' with good starting and finishing positions, good eye focus and a positive confident demeanour</p> <p>How to share the apparatus and space with others</p>

<p>The importance of working at different levels and with different dynamics</p> <p>How to give good feedback to a partner</p>	<p>A range of different types of jumps and which are stretched and which are curled</p> <p>That timing is important in a routine</p> <p>To perform with changes of level, direction and speed</p>
Gymnastics - Linking Movements Together (Y3 KS2) Skills	
<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>Hold balances with good control</p> <p>Find ways of moving out of one balance and into another</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>Create a sequence of rolls and balance</p> <p>Travel on patches close to the ground</p> <p>Perform with work at contrasting levels</p> <p>Perform a range of gymnastic movements at my own level</p> <p>Link movements seamlessly</p>
Gymnastics - Linking Movements Together (Y3 KS2) Knowledge	
<p>The difference between a point and a patch</p> <p>How to spin with control</p> <p>The importance of working at different levels</p> <p>How to move from one shape to another smoothly</p> <p>The importance of contrasts in my work</p> <p>How to perform symmetrically and asymmetrically</p>	<p>How to use the space available to the best of my ability</p> <p>The importance of control in everything I do</p> <p>The importance of a good starting position and finishing position</p> <p>To move with control with good quality transitions between movements</p> <p>The importance of uplevelling my work and acting upon feedback</p> <p>My own ability and choose to perform moves which are within my limitations</p>

Gymnastics - Receiving Body Weight (Y3 – KS2)	
Skills	
<p>Take weight on patches</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>Perform in front of my peers with physical confidence</p> <p>Take weight on my hands as part of a sequence of moves</p> <p>Go into inversion</p> <p>Take my weight on my back, bottom and shoulders both in balance and in motion</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>Perform with control and a range of dynamics</p> <p>Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion</p>
Gymnastics - Receiving Body Weight (Y3 – KS2)	
Knowledge	
<p>The difference between symmetrical and asymmetrical work</p> <p>The importance of clarity in my shapes</p> <p>What inversion is</p> <p>How to feedback constructively to a partner</p> <p>How to perform a cartwheel</p> <p>A variety of moves where I can take weight on hands</p> <p>The importance of good timing and control in my movements</p>	<p>The technique for rolling safely on my shoulders and in a teddy bear roll</p> <p>How to travel like a spider</p> <p>What points and patches are</p> <p>Share the apparatus space with others</p>
Gymnastics - Symmetry & Asymmetry (Partners) (Y3 – KS2)	
Skills	
<p>Create a sequence using different spins on patches</p> <p>Perform with smooth transitions</p> <p>Create a sequence of spins on points at different levels and with smooth transitions</p>	<p>Forward roll</p> <p>Perform a series of symmetrical and asymmetrical rolls with a partner</p> <p>Work in different formations</p>

<p>Walk like a giraffe</p> <p>Spin symmetrically and asymmetrically on points and patches</p> <p>Work at different levels</p>	<p>Perform in unison with others</p> <p>Create a sequence using a range of symmetrical and asymmetrical gymnastic moves</p> <p>Alternate between performing symmetrically and asymmetrically</p>
Gymnastics – Symmetry & Asymmetry (Partners) (Y3 – KS2) Knowledge	
<p>How to use feedback to improve my sequencing work</p> <p>The importance of working with control and good transitions between movements</p> <p>What symmetrical and asymmetrical shapes look like</p> <p>The importance of clear starting and finishing positions</p>	<p>How to work constructively with a partner</p> <p>Different ways of performing with a partner</p> <p>How to work in time with a partner</p> <p>How to listen to peer assessment and use the comments to uplevel my work</p>
Gymnastics - Partner Work - Under and Over (Y5 – KS2) Skills	
<p>Roll over my partner who is in a long pencil shape</p> <p>Form strong arches and bridges</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>Work with a partner, to travel over and under, on both floor and benches</p> <p>Travel in lots of interesting ways over benches, creating fluent and controlled sequences</p> <p>Travel over a partner by taking my weight on my hands</p> <p>Spin from a front to a back, over my partner who is in a pencil shape</p> <p>Work over and under on the floor and apparatus</p> <p>Perform with good technique and support seamless transitions</p>

Gymnastics - Partner Work - Under and Over (Y5 – KS2)	
Knowledge	
<p>That I need to get some momentum through my forward and backward rolls to be able to get back to my feet</p> <p>What an arch and bridge are</p> <p>How to leapfrog safely</p>	<p>How to vary the speed of my movements, to demonstrate contrast</p> <p>How to refine sequences ensuring real quality in my work</p> <p>How to perform to an audience</p>
Gymnastics - Synchronisation & Canon (Y5 – KS2)	
Skills	
<p>Slide, scramble, push and spin</p> <p>Work with a partner to create a sequence</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 balances on patches and in unison, and rolls in canon</p> <p>Work symmetrically and asymmetrically</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> <p>Work in different pathways with my group</p>
Gymnastics - Synchronisation & Canon (Y5 – KS2)	
Knowledge	
<p>How to use feedback to up level my work</p> <p>How to coordinate my moves, in time with my partner</p> <p>What counter tension balances are</p> <p>What unison and canon are</p> <p>How to work in symmetry and asymmetrically</p>	<p>How to work cooperatively and collaboratively with others</p> <p>How to perform</p>

Gymnastics - Matching, Mirroring & Contrast (Y5 – KS2)	
Skills	
Perform matching moves with a partner within a sequence Hold balances on different numbers of points of contact Control an Arabesque Contrast my partner's moves so that we work at different levels and in different paths Perform a sequence, mirroring a partner's symmetrical and asymmetrical shapes	Perform a sequence with a partner, which moves from matching moves to contrasting Work as a group to demonstrate fluent routines involving mirroring and contrasts Perform elements of unison and canon in a group routine
Gymnastics - Matching, Mirroring & Contrast (Y5 – KS2)	
Knowledge	
Some interesting ways of transition from one move to another How to perform an Arabesque To use gymnastic terminology in my feedback How to mirror in unison with my partner	The importance of timing and how to ensure I work in synchrony with my partner How to communicate and negotiate to agree a sequence as a group How to perform effectively in canon
Gymnastics - Counter-Balance & Counter Tension (Y6 - KS2)	
Skills	
Hold controlled balances on a variety of points and patches on a given number of body parts Create a sequence of moves in unison with a partner Evaluate the work of others (using correct technical language)	Hold a range of symmetrical and asymmetrical balances counter balances with a partner Use my own body weight in opposition to the apparatus Link skills to perform actions and sequences Perform a sequence in canon at different levels

<p>Hold a range of symmetrical and asymmetrical counterbalances</p> <p>I can work at different levels with weight on a variety of points and patches</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>Link asymmetrical counter tension balances and counterbalances using transitional moves</p> <p>Perform asymmetrical counterbalances in a sequence, using canon or unison</p> <p>Use the apparatus and/or pupils when balancing</p>
Gymnastics - Counter-Balance & Counter Tension (Y6 - KS2) Knowledge	
<p>How to links skills to perform actions and sequences of movement</p> <p>Technical language associated with gymnastics</p> <p>What counter balancing is</p> <p>How to perform in unison</p> <p>What push and pull forces are.</p>	<p>How to use a range of dynamics to make my sequence aesthetically pleasing</p> <p>How to peer assess</p> <p>A range of pathways</p> <p>What counter tension is</p> <p>What the difference between counter tension and counter balance is</p> <p>How to perform effectively in canon</p> <p>How to use a combination of canon and unison in a group sequence</p>
Gymnastics – Flight (Y6 – KS2) Skills	
<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>Share space and apparatus safely with others</p>	<p>Mount and dismount the apparatus safely in imaginative ways</p> <p>Leapfrog</p> <p>Perform jumps gracefully</p> <p>A range of interesting jumps</p> <p>Explore different levels in my sequences to include flight and travelling close to the ground</p> <p>Work to create a sequence as a group</p>
Gymnastics – Flight (Y6 – KS2)	

Knowledge	
<p>How to land safely</p> <p>A variety of shapes in the air</p> <p>How to use apparatus as part of my jumping</p> <p>How to make my jumps aesthetically pleasing</p> <p>To take off one foot and then spring from two into flight</p> <p>What safe mounts and dismounts look like</p>	<p>How to leapfrog safely</p> <p>Different ways of linking movements and jumps</p> <p>How to use different pathways within my flight sequence</p> <p>What canon and unison are</p> <p>The importance of timing when performing as a group</p>
Gymnastics - Group Sequencing (Y6 – KS2)	
Skills	
<p>Work in a group of 4 to create a sequence of rolls</p> <p>Perform in unison with others</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>Create a sequence working at different levels and with different dynamics</p> <p>Spin on a variety of points and patches</p>	<p>Take weight on my hands in different ways</p> <p>Travel on different body parts</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>Mirror asymmetrical body shapes within a group</p> <p>Time my moves within a group sequence</p>
Gymnastics - Group Sequencing (Y6 – KS2)	
Knowledge	
<p>What unison is</p> <p>How to transition from one roll to another</p> <p>How to jump safely</p> <p>How to mount and dismount apparatus safely</p> <p>What points and patches are</p> <p>What mirroring, canon and unison are</p>	<p>How to change the dynamics within a sequence</p> <p>How to adapt a floor sequence to make it work on the apparatus</p> <p>How to perform in front of an audience</p>

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Knowledge key words which have been highlighted are those which children will be encouraged to use when peer and self-assessing.