



The Black Pear Trust



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## Gymnastics Progression- The Black Pear Trust

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Move with confidence, imagination and in safety</p> <p>Move with control and coordination</p> <p>Travel around, under, over and through balancing and climbing equipment</p> <p>Show awareness of space, or themselves and of others</p> <p>Recognise the importance of keeping healthy and those things which contribute to this</p> <p>Recognise the changes that happen to their bodies when they are active</p> <p>Handle, tools, objects, construction and</p>	<p>Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required</p> <p>Perform movement phrases with control and accuracy</p> <p>Carry and place appropriate apparatus safely, with guidance</p> <p>Make up and perform simple movement phrases in response to simple tasks</p> <p>Link and repeat basic gymnastic actions</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus</p>	<p>Perform a range of actions with control and coordination</p> <p>Repeat accurately sequences of gymnastics actions</p> <p>Move smoothly from a position of stillness to a travelling movement</p> <p>Move smoothly and in a controlled way from one position of stillness to another</p> <p>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</p> <p>Adapt a sequence to include apparatus or a partner</p> <p>Say whether their heart is beating fast or slow,</p>	<p>- know how to and can perform a variety of balances (at least 2) at different levels (high, middle and low.</p> <p>- know how to and can show tension and clarity of shape when balancing and can move from one balance to another using variety of actions.</p> <p>- can use apparatus to help perform inverted balances and dynamic balance; different jumps.</p> <p>- know how to and can perform a simple sequence that links together at least 3 balances held for 3</p>	<p>- know how to can perform a sequence or movement phrase that includes balances on at least 3 different parts of my body (or combinations of body parts) at different levels (high, medium, low) showing body tension and clarity of shape. I can show this on the floor and with equipment or on small apparatus.</p> <p>- know how to and can reduce my level of contact with the floor to move out of balance and into another.</p> <p>- know how to and can perform weight on hands in a balanced and controlled way and include this in a sequence or movement phrase.</p>	<p>- know how to and can perform a variety of symmetrical and asymmetrical balances with tension and clarity of shape and can move slowly with control from one balance to another.</p> <p>- know how to and can perform a sequence or movement phrase with a partner showing symmetry and asymmetry at different levels performed under control both on the floor and on/using apparatus.</p> <p>-can communicate how the apparatus or equipment they use makes the activity different or better.</p>	<p>- know how to and can perform matching and mirroring actions and balances (both symmetrical and asymmetrical shape) with a partner at different levels, showing clarity of shape and good body tension.</p> <p>- select actions and balances that they can perform well together with a partner or group and show this both on the floor and on, or using apparatus (props)</p>

<p>malleable materials safely and with increasing control</p> <p>Use a range of small and large equipment</p> <p>Sustain attentive listening responding to what they have heard by relevant comments, questions and actions</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>Talk about, recognise and recreate simple patterns</p> <p>Use language such as circle or bigger to describe the shape and size of solids and flat shapes</p> <p>Use everyday words to describe position</p> <p>Use developing mathematical ideas and methods to solve practical problems</p>	<p>Know when their body is active and talk about the difference between tension and relaxation</p> <p>Copy a partner's sequence of movement</p> <p>Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</p> <p>Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate spatial language and recognising the patterns created</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus</p>	<p>whether their breathing is normal or puffed, and whether they feel hot, warm or cool</p> <p>Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</p> <p>Recognise and avoid risks when handling and placing apparatus</p> <p>Choose one aspect of their sequence to improve, and say how to improve it</p> <p>Describe their own or their partner's sequence accurately commenting on what it contains and whether it is performed smoothly and with control</p> <p>Describe their own or their partner's sequence accurately commenting on the shapes, positions, directions and pathways used</p>	<p>seconds and shows a clear starting and finishing position.</p> <p>- know how to and can perform my movement sequence in unison with a partner or as part of a small group.</p>	<p>- know how to and can put out small and larger equipment safely on my own and as part of a group and know when to ask for help.</p> <p>- look at other people's activities and decide what is good and what could be even better.</p> <p>- work collaboratively with others to find solutions and improve work.</p>	<p>- can decide and suggest ways to solve problems safely, taking account of everybody's abilities and fears</p> <p>- can ask for feedback and help about their activity and use this to help them improve further</p> <p>- can help their team-mates/ class-mates with helpful comments.</p>	
<ul style="list-style-type: none"> <li>• Movement</li> <li>• Control</li> <li>• Co-ordination</li> <li>• Awareness</li> <li>• Space</li> <li>• Active</li> </ul>	<ul style="list-style-type: none"> <li>• Actions</li> <li>• Travelling</li> <li>• Rolling</li> <li>• Jumping</li> <li>• Climbing</li> <li>• Phrases</li> <li>• Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Actions</li> <li>• Co-ordination</li> <li>• Sequences</li> <li>• Smoothly</li> <li>• Apparatus</li> <li>• Partner</li> <li>• Control</li> </ul>	<ul style="list-style-type: none"> <li>• Balances</li> <li>• Tension</li> <li>• Apparatus</li> <li>• Dynamic</li> <li>• Jumps</li> <li>• Position</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence</li> <li>• Combination</li> <li>• Tension</li> <li>• Clarity</li> <li>• Contact</li> <li>• Control</li> </ul>	<ul style="list-style-type: none"> <li>• Symmetrical</li> <li>• Asymmetrical</li> <li>• Balances</li> <li>• Tension</li> <li>• Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Perform</li> <li>• Mirroring</li> <li>• Shape</li> <li>• Clarity</li> <li>• Symmetrical</li> <li>• Balances</li> </ul>

