Grove School

Gymnastics Progression document

At Grove school, children explore basic movement patterns as their bodies and minds develop. Children are taught to control movements through skill based learning and are encouraged to explore their surrounds using a variety of movement patterns. A Grove school child will learn to assess risk, analyse performances and problem solve through sport.

KS1

By the end of KS1, a Grove School gymnast will be able to move around their space with control and awareness of others. Children will be challenged to complete the Key Steps 1 Routine, typically used in competitions for KS1 School children.

KS2

By the end of KS2, a Grove School Gymnast will have the confidence to analyse their performances and the performances of others. Children will be able to perform skills in combination with each other. Children will be challenged to complete the Key Steps 2 Routine, typically used in competition for KS2 School children.

Gymnastic skills refer to the following:

Shape – Tuck, Stretch, Straddle, Pike, Front support, Rear Support, Side Support,

Roll- Forwards Roll, Backwards Roll, Teddy Bear Roll, Tuck Roll, Stretch Roll, Cartwheel, Round off

Balance- Individual balancing, Group Balancing, Arabesque, Headstand, Handstand,

Jump- Approach, Take off, Flight, Landing,

Vaulting- On to and Over.

Year Group	Agility Ability to change direction with control	Balance Ability to hold a position for a given time.	Co-ordination Ability to perform two or more actions at the same time
Nursery	I am exploring how to move. I can respond to simple instructions such as stop and go. I can explore how objects move (i.e. rolling a ball) I am beginning to find my own space. I can show balance and control when walking and crawling around my spaces.	I am exploring how my body moves. I can crawl and walk around my space. I can move under objects by crawling and sliding on my front/back.	I can stand up and sit down by using my hands as a support. I can listen and respond to an instruction which requires movement (jump, run, stand) I can walk to an object and pick it up from the ground whilst keeping my balance.

Updated by D.Parton 2021

Grove School

Reception	I am exploring the space around me. I can use the word travel as a word for movement. I can find a safe space to work in. I can step on to and off of apparatus (Lower than a bench) with increasing competence. I can move forwards and backwards in a variety of ways.	I can maintain my posture when moving around a space. I can move over/under and around objects. I can find interesting ways to move as I explore how to control my body.	I can follow two step instructions such as (stand up and find a space) I can co-ordinate my movements to find my own learning space (spatial awareness) I can move and stop using auditory and visual stimuli. I can step onto and off small apparatus.
Year 1	I understand that the word travel means movement. I am starting to travel across, onto, over and off of apparatus. I can safely demonstrate movements in different directions. I am exploring how to change direction safely.	I understand that I can balance on different parts of my body (points) Such as hands and feet.	I can follow two step movement instructions (i.e walk with high knees or skip and your swing arms) I am starting to learn the vocabulary; stretch and tuck and perform these shapes. I can travel using my gymnastic shapes.
Year 2	I can travel around a space in a variety of ways. I am starting to travel across low apparatus. I can explore moving onto and off of apparatus safely. I can explore different ways to move forwards/backwards/left and right. Using this terminology. I am beginning to sequence basic gymnastic movements by moving from one movement to another. I can perform the Key steps 1 routine.	I can hold an individual balance when standing on one leg. I am beginning to understand the fundamental skill elements to balancing 1. Looking at a single focal point 2. Keeping spine and back straight. I can perform the Key steps 1 routine.	I can perform movements in isolation with control. I can move from one gymnastic shape to another with control. I can use gymnastic shapes in combination with rolls (Teddy bear roll, stretch roll, tuck roll). I am beginning to sequence movements together with a clear start and end point. I can perform the Key steps 1 routine. I can jump and land safely from low apparatus, using correct posture and landing technique.
Year 3	I can travel around a space with increased competence. I can use jump, travel, and shapes to move onto and off of apparatus safely. I can jump from an appropriate height and	I can hold an individual balance when standing on one leg. I understand the fundamental skill elements to balancing 1. Looking at a single focal point	I can perform movements in isolation with control. I can move from one gymnastic shape to another with control. I can use gymnastic shapes in combination with rolls (Teddy bear roll, stretch roll, tuck roll).

Updated by D.Parton 2021

	land safely using correct technique and posture. I can move from on position into a second position using a movement to link the positions (I.e a star shape into a stretch shape using a roll in between).	2. Keeping spine and back straight. I am beginning to understand how balance in a group and use the terminology balance and counterbalance. I am beginning to balance on a range of low apparatus as well as the floor. I can use balance in combination with other skills (Rolling, shape, jump).	I can sequence movements together with a clear start and end point. I can safely move onto and off apparatus using a combination of balance, roll, jump, shape and travel
Year 4	I can travel around my area with control and a variety of speeds. I am able to move on to and off of apparatus safely using; jump, shapes, rolls and balances. I can sequence multiple movements by using my gymnastic skills. I can show control over speed and direction when moving.	I understand how balance can be effected by moving my body it different positions. I understand the terminology 'centre of mass' and I know that moving my body changes my centre of mass. I can balance on a wide range of apparatus and can use my balance to travel across apparatus. I can use balance in combination with other skills (Rolling, shape, jump).	I can sequence multiple movements together. I am beginning to use rolls and travel to link movements together. I can explain how I am using rolls and travel as linking movements. I can jump whilst using my gymnastic shapes (tuck jump, star jump) I can safely move onto and off apparatus using a combination of balance, roll, jump, shape and travel
Year 5	I can travel around my area with control and a variety of speeds. I am able to move on to, off of and over (vault) apparatus safely using gymnastic skills. I can sequence multiple movements by using my gymnastic skills. I can show control over speed and direction when moving. I am beginning to analyse my performance and the performance of others.	I understand how flexibility can be used to improve my balance. I understand how my centre of mass effects my balance. I can Balance individual and as a group on apparatus and on the floor. I can use balance in combination with other skills (Rolling, shape, jump).	I can sequence multiple movements together. I am using rolls and travel to link movements together. I can explain how I am using rolls and travel as linking movements. I can safely move onto and off apparatus using a combination of balance, roll, jump, shape and travel. I am using shape and jump to learn how to vault onto apparatus.

Grove School

Year 6	I understand how increased speed causes decreased accuracy when moving. I can travel around my area with control and a variety of speeds. I am able to move on to, off of and over (vault) apparatus safely using gymnastic skills. I can sequence multiple movements by using my gymnastic skills. I can show control over speed and direction when moving. I am able to analyse my performance and the performance of others offering constructive feedback. I can perform the Key steps 2 routine.	I understand how flexibility can be used to improve my balance. I understand how my centre of mass effects my balance. I can Balance individually and as a group on apparatus and on the floor. I am able to support my peers safely in partner and group balances. I can use my knowledge to analyse the performance of others. I can use balance in combination with other skills (Rolling, shape, jump). I can perform the Key steps 2 routine.	I can sequence multiple movements together. I can explain how I am using rolls and travel as linking movements. I can safely move onto and off apparatus using a combination of balance, roll, jump, shape and travel. I am using shape and jump to learn how to vault onto and over apparatus. I can reflect on skills which use co-ordination such as vaulting, rolling and jumping. I can perform the Key steps 2 routine.