

| Year 1 Gymnastics |   |
|-------------------|---|
| Head              | Use words such as rolling, travelling, balancing, climbing  |
|                   | Decide which supporting concepts and actions to add to their sequence                               |
| Hand              | Safely move and carry basic gym equipment such as mats and benches                                  |
|                   | Recognise like actions and link them together   |
|                   | Perform simple gymnastic actions and shapes   |
|                   | Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping   |
|                   | Make their body tense, relaxed, stretched and curled  |
|                   | Perform in unison and canon   |
| Heart             | Move on, off and over object with confidence  |
|                   | Communicate with a partner to create short sequence   |
| Year 2 Gymnastics |   |
| Head              | Comment on aspects of own and others performances   |
| Hand              | Perform with control and consistency basic actions at different speeds and on different levels      |
|                   | Create and perform a simple sequence  |
|                   | Show contrasts in gymnastics shapes and actions   |
|                   | Work to improve flexibility and strength  |
|                   | Attempt to use rhythm whilst performing a sequence  |
|                   | Use core strength to link gymnastic elements e.g. back support and half twist                       |
| Heart             | Remember and repeat sequences   |
|                   | Reflect on own performance and use scoring system to judge performance                              |
|                   | Develop character and maturity to work in close proximity with others                               |
| Year 3 Gymnastics |   |
| Head              | Modify actions independently using different pathways, directions and shapes                        |
|                   | Identify similarities and differences in sequences  |
| Hand              | Perform sequences with contrasting actions  |
|                   | Show strength and flexibility to shapes and actions being performed                                 |
|                   | Remember and repeat sequences   |
|                   | Adapt basic sequences to include some apparatus   |
|                   | Develop body management over a range of floor exercises   |
| Heart             | Comment on others gymnastics sequences describing what they did well                                |
|                   | Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle |
| Year 4 Gymnastics |   |
| Head              | Decide on ways to improve a piece of work using compositional elements and implement changes        |
|                   | Apply a broader range of more challenging skills executed with precision                            |
| Hand              | Perform actions such as balance, body shapes and flight with control                                |
|                   | Develop an increased range of body actions and shapes to use in longer, more complex sequences      |
|                   | Identify 'core muscles' and use them to improve quality of shapes and actions                       |

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|--------------------------|--|
|                          | Show smooth transitions and flow in sequences  |
| <b>Heart</b>             | Adapt actions and sequences to work with partners and small groups   |
|                          | At key points, compare their performances to previous ones   |
| <b>Year 5 Gymnastics</b> |  |
| <b>Head</b>              | Selects a component for improvement and use guidance from others to do so  |
|                          | Explain the significance of a warm up and how it relates to gymnastics activity                                    |
| <b>Hand</b>              | Create longer and more complex sequences and adapt their performances  |
|                          | Follow, copy and repeat others actions   |
|                          | Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions          |
|                          | Attempt to perform more complex skills in isolation such as round-off  |
|                          | Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls                |
| <b>Heart</b>             | Work responsibly in trust exercises and when counterbalancing  |
|                          | Perform symmetry and asymmetry individually, in pairs and as a group   |
| <b>Year 6 Gymnastics</b> |  |
| <b>Head</b>              | Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria |
| <b>Hand</b>              | Perform increasingly complex sequences   |
|                          | Compose and practise actions and relate to music   |
|                          | Experience flight on and off of apparatus  |
|                          | Show clarity, fluency, accuracy and consistency in their movements   |
| <b>Heart</b>             | Lead group warm up demonstrating the importance of strength and flexibility  |
|                          | Work independently and in small groups to make up sequences to perform to an audience                              |



