



afPE-Safety-in-Primary-Gymnastics.pdf

### Please note AfPE guidance for Gymnastics:

This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary

|   | Essential concepts and skills to be taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Gymnastics: Focus from NC - develop balance, agility and co-ordination                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Knowledge progression across subjects in the year group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Progression of knowledge and skills across year groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| R | <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf</a></p> <p><b>Knowledge / Skills/ Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Walk</li> <li>2. Run</li> <li>3. Tiptoe</li> <li>4. Jump (2 footed)</li> <li>5. Hop</li> <li>6. key shapes</li> <li>7. V Sit with hands on floor</li> <li>8. choice of one-foot balance</li> <li>9. Shaped jumps</li> <li>10. Side / egg roll</li> <li>11. Bunny jump</li> </ol> | <p>Stretch in different ways (See KS1 stretch guide)</p> <ul style="list-style-type: none"> <li>➤ Know key shapes (and perform with control)</li> </ul> <p>Tuck, straddle (making pizza), pike (row boat), straight stand, star, happy cat, angry cat, front support, back support, dish, arch (skydive), L shape, T shape, V Sit with hands on floor</p> <ul style="list-style-type: none"> <li>➤ Travel in different ways.</li> </ul> <p>Walk, run, Tiptoe, jump (2 footed) and hop (1 footed), Bunny hop</p> <ul style="list-style-type: none"> <li>➤ Jump in a range of ways progressing to include when travelling from one space to another with control.</li> </ul> <p>straight jump, Tuck jump, Half turn jump</p> <ul style="list-style-type: none"> <li>➤ Roll and balance in different ways with control.</li> </ul> <p>Curled side roll (egg roll) , T balance , 1 foot balance</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Create a short sequence of movements</p> <p><b>Assessment question:</b><br/><b>Can pupils perform the key shapes, different ways of moving, jumping and rolling from list of progressions?</b></p> | <ul style="list-style-type: none"> <li>• Revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Combine different movements with ease and fluency.</li> <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> <li>• Being able to dress/undress</li> </ul> <p>Being confident to try new things</p> | <p><b>YR linked to EYFS framework:</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |



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| <b>1</b> | <b>Knowledge / Skills / vocabulary:</b> <ol style="list-style-type: none"> <li>1. tiptoe</li> <li>2. Jump (2 footed) landing with control<br/>Jump to straddle</li> <li>3. Hop<br/>Hop non dominant leg<br/>Hop to straddle</li> <li>4. key shapes</li> <li>5. V Sit with hands on floor</li> <li>6. choice of one-foot balance</li> <li>7. Shaped jumps</li> <li>8. Dish to arch roll</li> <li>9. Side / egg roll</li> <li>10. Bunny jump</li> <li>11. Skipping</li> </ol> | <p>Carry out simple stretches (See KS1 stretch guide)</p> <p>Body tension – performing with control, ending moves in a straight stand, body tight, arms extended, holding finish position.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <ul style="list-style-type: none"> <li>➤ Travel in different ways, changing direction and speed.</li> </ul> <p>Bunny hop, Front support wheelbarrow with partner, Tiptoe, step, jump and hop, Hopscotch, Skipping, Galloping</p> <ul style="list-style-type: none"> <li>➤ Hold still shapes and simple balances.</li> </ul> <p>standing balances, Kneeling balances Pike, tuck, star, straight, straddle shapes, v sit, arch, dish, T stand</p> <ul style="list-style-type: none"> <li>➤ Carry out a range of simple jumps, landing safely.</li> </ul> <p>Straight jump, Tuck jump, Jumping jack, Half turn jump, Cat spring</p> <ul style="list-style-type: none"> <li>➤ Carry out simple rolls showing control</li> </ul> <p>Log roll, Curled side roll (egg roll) Teddy bear roll</p> | <p><b>PSHE: healthy eating</b></p> <p><b>Science: heart beat / pulse</b></p>                                                         | <p><b>Progression from YR</b></p> <ul style="list-style-type: none"> <li>➤ <b>Body Tension introduced and insisted upon</b></li> <li>➤ <b>Controlled landings</b></li> <li>➤ <b>Straddle landings</b></li> <li>➤ <b>Skipping / galloping</b></li> <li>➤ <b>Cat springs</b></li> <li>➤ <b>Log roll</b></li> <li>➤ <b>Teddy bear roll</b></li> <li>➤ <b>Dish to Arch roll</b></li> </ul> |



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|  | <p>12. Galloping<br/>13. Cat Leap<br/>14. Log Roll<br/>15. Teddy Bear Roll</p> | <ul style="list-style-type: none"> <li>➤ Move around, under, over, and through different objects and equipment.</li> </ul> <p>Squat or straddle onto a raised surface from standing, Shaped jumps from a raised surface.</p> <ul style="list-style-type: none"> <li>➤ Begin to move with control and coordination. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.</li> </ul> <p>Create and perform a movement sequence – ideas available at:<br/><a href="https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf">https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf</a></p> <p>Remove / replace any skills not taught or appropriate to the abilities of the children.</p> <p>Watch and describe performances. Begin to say how they could improve.</p> <p><b>Assessment:</b><br/><b>Can pupils perform the key shapes, different ways of moving, jumping and rolling from list of progressions?</b></p> |  |  |
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| 2 | <b>Knowledge / Skills / Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Jump (2 footed) landing with control<br/>Jump to straddle</li> <li>2. Hop<br/>Hop non dominant leg<br/>Hop to straddle</li> <li>3. key shapes</li> <li>4. V Sit with hands on floor</li> <li>5. choice of one-foot balance /<br/>One-foot balance in contact with partner</li> <li>6. Shaped jumps /<br/>Shaped jump on a bench / Shaped jumps from a raised surface</li> <li>7. Dish to arch roll</li> <li>8. Side / egg roll</li> <li>9. Bunny jump /<br/>Bunny jumps on and off along a bench</li> </ol> | <p>Carry out simple stretches (See KS1 stretch guide)</p> <p>Link actions to make a sequence demonstrating body tension, extension of arms, positions held to show balance.</p> <p>Strength developed to introduce press ups and sit ups (arms crossed on chest, not behind head), standing touching toes, walking hands out to front support.</p> <p>➤ Travel in a variety of ways, including rolling.<br/>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Bunny hop, Front support wheelbarrow with partner, T-lever (arabesque) Scissor kick, tiptoe step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn. Teddy bear roll around a teammate.</p> <p>On Apparatus: Squat or straddle onto a raised surface from standing, Shaped jumps from a raised surface. On climbing equipment, hang from apparatus with shapes and support. Travel in hang along apparatus.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>➤ Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle, japana (lay out flat in straddle) Front and back support, crouch (can see stomach), squat (stomach hidden)</p> | <p><b>PSHE: healthy eating</b></p> <p><b>Science: heart beat / pulse</b></p> <p><b>Computing: use of device to record performances and playback to review</b></p> <p><b>Maths: direction , symmetry, reflection</b></p> | <p><b>Progression from Y1</b></p> <p><b>Know that exercise keeps us healthy</b></p> <p><b>Know how to identify good performances and areas for improvements.</b></p> <p><b>Development of strength / body conditioning: such as press up / half press up, sit up, bend down touching toes walking out forwards and back, front support leg lefts</b></p> <p><b>T level / arabesque</b></p> <p><b>Scissor kick</b></p> <p><b>Partner work</b></p> |
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|   | <p>10. Skipping / skipping with a rope</p> <p>11. Galloping</p> <p>12. Cat Leap</p> <p>13. Log Roll</p> <p>14. Teddy Bear Roll / teddy bear roll around a partner</p> <p>15. Press up / hall press up</p> <p>16. Sit up (arms crossed)</p> <p>17. Front support leg lifts</p> <p>18. Balances showing understanding of symmetry / reflection</p> | <p>Jump in a variety of ways and land with increasing control and balance.</p> <ul style="list-style-type: none"> <li>➤ Straight jump Tuck jump Jumping jack Half turn jump Cat spring, Cat spring to straddle landing / front support to straddle landing from bench</li> </ul> <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Create and perform a movement sequence – ideas available at: <a href="https://ww3.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf">https://ww3.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf</a></p> <p>Remove any skills not taught or appropriate to the abilities of the children.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Assessment:</b><br/>Can pupils perform the key shapes, different ways of moving, jumping and rolling from list of progressions?</p> |                                                                                        |                                                                                           |
| 3 | <p><b>Knowledge / Skills / Vocabulary</b></p> <p>Students must be secure on the KS1 progressions</p>                                                                                                                                                                                                                                             | <p>Carry out more advanced stretches understanding the purpose for stretching and the muscle groups involved (See KS2 stretch guide)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>PSHE:</b> healthy eating</p> <p><b>Science:</b> heart beat / pulse , muscles</p> | <p><b>Progression from Y2</b></p> <p><b>Shoulder stand</b></p> <p><b>Forward roll</b></p> |



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| <p>before advancing. These progressions should be regularly revisited throughout KS2.</p> <ol style="list-style-type: none"> <li>1. key shapes</li> <li>2. V Sit with hands on floor / v sit hands pointing forwards</li> <li>3. Shaped jumps controlled landings</li> <li>4. KS1 rolls</li> <li>5. Press up / half press up</li> <li>6. Sit up (arms crossed)</li> <li>7. Front support leg lifts</li> <li>8. Shoulder stand</li> <li>9. Forward roll down an incline</li> <li>10. Forward roll</li> <li>11. Squat or straddle on to a raised surface, lower than hip height</li> <li>12. Chasse movement</li> </ol> | <p>Continuation of strength work from KS1, focus on body conditioning and demonstration of body tension.</p> <p>Develop the quality of their actions, shapes and balances.</p> <ul style="list-style-type: none"> <li>➤ Move and roll with coordination, control and care.</li> </ul> <p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps<br/>Straight jump half turn Cat leap, Crouched forward roll, Forward roll from standing, forward roll with pike legs, forward roll to straddle</p> <ul style="list-style-type: none"> <li>➤ Use turns whilst travelling in a variety of ways.</li> </ul> <p>Half turn, full turn, cat leap turn</p> <ul style="list-style-type: none"> <li>➤ Use a range of jumps in their sequences.</li> </ul> <p>Straight jump Tuck jump Jumping jack Star jump Straddle jump<br/>Pike jump Straight jump half-turn Cat leap</p> <ul style="list-style-type: none"> <li>➤ Create interesting body shapes while holding balances with control and confidence.</li> </ul> <p>Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support, shoulder stand. Arabesque on a bench/Half turn on one foot on a bench. Cat leap on a bench/ Scissor leap on a bench. Skip through a rope backwards.</p> <ul style="list-style-type: none"> <li>➤ Begin to show flexibility in movements. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level.</li> </ul> | <p><b>Computing: use of device to record performances and playback to review</b></p> | <p><b>Forward roll to straddle Chasse movement</b></p> |
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|   | 13. Arabesque on a bench                                                                                                                                                                                     | <p>Copy, explore and remember actions and movements to create their own sequence.<br/>Create and perform a movement sequence – ideas available at: <a href="https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf">https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf</a><br/>Remove any skills not taught or appropriate to the abilities of the children.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.<br/>Compete against self and others in a controlled manner.</p> <p><b>Assessment:</b><br/><b>Can pupils perform the key shapes, different ways of moving, jumping and rolling from list of progressions?</b></p> |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                        |
| 4 | <p><b>Knowledge / Skills / Vocabulary</b></p> <p>Students must be secure on the KS1 progressions before advancing. These progressions should be regularly revisited throughout KS2.</p> <p>1. key shapes</p> | <p>Carry out more advanced stretches understanding the purpose for stretching and the muscle groups involved (See KS2 stretch guide)<br/>Continuation of strength work from KS1, focus on body conditioning and demonstration of body tension.</p> <p>Create a sequence of actions that using an increasing range of actions, directions and levels in their sequences. Apply skills to music demonstrating rhythm linked to Dance scheme.<br/>Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance.</p>                                                                                                                                                                                                                                                                     | <p><b>PSHE: healthy eating</b></p> <p><b>PE: Dance / Rhythm</b></p> <p><b>Science: heart beat / pulse</b></p> <p><b>Computing: use of device to record performances and playback to review</b></p> | <p><b>Progression from Y3</b></p> <p><b>Backwards roll</b><br/><b>Backwards roll to straddle</b><br/><b>Partner work to include counter balance / weight bearing balances.</b></p> <p><b>Vault to include squat on, straddle on, squat through</b></p> |



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| <ol style="list-style-type: none"> <li>2. V sit hands pointing forwards</li> <li>3. Shaped jumps controlled landings</li> <li>4. KS1 rolls</li> <li>5. Press up / half press up</li> <li>6. Sit up (arms crossed)</li> <li>7. Front support leg lifts</li> <li>8. Shoulder stand</li> <li>9. Forward roll down an incline</li> <li>10. Forward roll</li> <li>11. Squat or straddle on to a raised surface, lower than hip height</li> <li>12. Chasse movement</li> <li>13. Arabesque on a bench</li> <li>14. Frog balance</li> <li>15. Backwards roll</li> </ol> | <ul style="list-style-type: none"> <li>➤ Travel in different ways, including using flight demonstrating rolling, jumping and turning.</li> </ul> <p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn, Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p>Improve the placement and alignment of body parts in balances.</p> <ul style="list-style-type: none"> <li>➤ begin vault (in line with AfPE no springboard to be used so equipment to be lower than hip height or from bench to vault).</li> </ul> <p>squat on, straddle on, squat through. Dismount showing control : Star jump off Tuck jump off Straddle jump off Pike jump off. Full turn on one/two feet on a bench.</p> <ul style="list-style-type: none"> <li>➤ Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Work with a partner to understand counterbalance.</li> </ul> <p>Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support. Assisted shaped jump working with a partner. Shaped jump over an obstacle. Roll in contact. Stand on thighs with the base on knees.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.</p> |  |  |
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|   |                                                                                                      | <p>Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p>Link skills with control, technique, co-ordination and fluency. Plans and performs a sequence, showing contrasts in speed, level and direction. Develops strength, technique, and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Copy, explore and remember actions and movements to create their own sequence. Create and perform a movement sequence – ideas available at: <a href="https://www3.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf">https://www3.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf</a></p> <p>Remove any skills not taught or appropriate to the abilities of the children.</p> <p><b>Assessment:</b><br/>Can pupils perform the key shapes, different ways of moving, jumping and rolling from list of progressions?</p> |                                                                              |                                                                                                                        |
| 5 | <p><b>Knowledge / Skills / Vocabulary</b></p> <p>Students must be secure on the KS1 progressions</p> | <p>Carry out more advanced stretches understanding the purpose for stretching and the muscle groups involved (See KS2 stretch guide)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>PSHE:</b> healthy eating</p> <p><b>Science:</b> heart beat / pulse</p> | <p><b>Progression from Y4</b></p> <p>backwards roll to straddle<br/>Handstand / Lunge into handstand<br/>Cartwheel</p> |



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| <p>before advancing. These progressions should be regularly revisited throughout KS2.</p> <ol style="list-style-type: none"> <li>1. key shapes</li> <li>2. KS1 rolls</li> <li>3. KS1 jumps</li> <li>4. Press up</li> <li>5. Sit up (arms crossed)</li> <li>6. Front support leg lifts</li> <li>7. Shoulder stand</li> <li>8. Forward roll</li> <li>9. Squat or straddle on to a raised surface, lower than hip height</li> <li>10. Chasse movement</li> <li>11. Arabesque on a bench</li> <li>12. Frog balance</li> <li>13. Backwards roll / backwards roll to straddle</li> <li>14. Handstand / Lunge into handstand</li> </ol> | <p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <ul style="list-style-type: none"> <li>➤ Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Apply skills to music demonstrating rhythm linked to Dance scheme.</li> <li>➤ Perform jumps, shapes and balances fluently and with control.</li> </ul> <p>Forward roll from standing, Straddle forward roll, Pike forward roll, Tucked backward roll, Backward roll to straddle, Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Split leap, 1, 2, 3 and 4- point balances, Balances on apparatus, body weight partner balances, Pike, tuck, star, straight, straddle shapes Front and back support. Assisted creative handstand. Forward / Backward roll to assisted shaped jump.</p> <ul style="list-style-type: none"> <li>➤ Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Understands counter balance.</li> <li>➤ Confidently use equipment to vault in a variety of ways (following AfPE guidance, vault lower than hip)</li> </ul> <p>Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off. Kick towards handstand on a</p> | <p><b>Computing: use of device to record performances and playback to review</b></p> <p><b>PE: Dance scheme rhythm</b></p> |  |
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|   |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                               |                                                                                                                                                      |
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|   | 15. Cartwheel                                                                                                                                       | <p>bench. Cartwheel using a bench. Straight jump with full turn from a raised surface/Tuck jump with half turn from a raised surface.</p> <ul style="list-style-type: none"> <li>➤ Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences</li> <li>➤ Use hand apparatus eg ball, hoop, ribbon, rope</li> </ul> <p>Copy, explore and remember actions and movements to create their own sequence.<br/>Create and perform a movement sequence – ideas available at:<br/><a href="https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf">https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf</a><br/>Remove any skills not taught or appropriate to the abilities of the children.</p> <p><b>Assessment:</b><br/><b>Can pupils perform the key shapes, different ways of moving, jumping and rolling from list of progressions?</b></p> |                                                                                                               |                                                                                                                                                      |
| 6 | <p><b>Knowledge / Skills / Vocabulary</b></p> <p>Students must be secure on the KS1 progressions before advancing. These progressions should be</p> | <p>Carry out and lead more advanced stretches understanding the purpose for stretching and the muscle groups involved (See KS2 stretch guide)</p> <p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>PSHE: healthy eating</b></p> <p><b>PE: Dance working with music demonstrating rhythm and timing</b></p> | <p><b>Progression from Y5</b></p> <p><b>Cartwheel</b><br/><b>one handed cartwheel</b><br/><b>cartwheel non dominant hand</b><br/><b>Roundoff</b></p> |



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| <p>regularly revisited throughout KS2.</p> <ol style="list-style-type: none"> <li>1. key shapes</li> <li>2. KS1 rolls</li> <li>3. KS1 jumps</li> <li>4. Press up</li> <li>5. Sit up (arms crossed)</li> <li>6. Front support leg lifts</li> <li>7. Shoulder stand</li> <li>8. Forward roll</li> <li>9. Squat or straddle on to a raised surface, lower than hip height</li> <li>10. Chasse movement</li> <li>11. Arabesque on a bench</li> <li>12. Frog balance</li> <li>13. Backwards roll / backwards roll to straddle</li> <li>14. Handstand / Lunge into handstand</li> <li>15. Cartwheel / one handed</li> </ol> | <p>➤ Create complex sequences involving the full range of actions and movement taught across KS1 and KS2: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and begin to incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p> <p>Forward roll from standing, Straddle forward roll, Pike forward roll, Tucked backward roll, Backward roll to straddle, Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Split leap, 1, 2, 3 and 4- point balances, Balances on apparatus, body weight partner balances, Pike, tuck, star, straight, straddle shapes Front and back support, Cartwheel, one handed cartwheel, lunge to cartwheel, hurdle step to cartwheel, handstand, lunge to handstand. Leap and/or jump sequence on a bench. Cartwheel across thighs. Stand on thighs with the base on feet.</p> <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Create and perform a movement sequence – ideas available at: <a href="https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf">https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key_Step_Gymnastics%20Resource%20Pack_0.pdf</a></p> | <p><b>Science: heart beat / pulse , muscular systems</b></p> <p><b>Computing: use of device to record performances and playback to review</b></p> | <p><b>Advanced / club gymnasts – suggested progressions, speak to PE lead first: cartwheel on non dominant hand, one handed cartwheel non dominant, half / Russian level, handstand forward roll, backwards roll to handstand, elephant lift to handstand, straight jump with one and half turn, tuck jump full turn, handstand lever to</b></p> |
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|  |                                                                    |                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                            |
|--|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------|
|  | <p>cartwheel,<br/>cartwheel non dominant hand<br/>16. Roundoff</p> | <p>Remove any skills not taught or appropriate to the abilities of the children.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p><b>Assessment:</b><br/><b>Can pupils perform the key shapes, different ways of moving, jumping and rolling from list of progressions?</b></p> |  | <p><b>stand, forward roll to straddle lever, forward roll to pike lever, handstand half turn, handstand full turn.</b></p> |
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CST links in the curriculum are indicated in purple

British Values/Democracy links are indicated in red

Cultural Capital link in blue



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## Step 1 - Body Management (Key Stage 1 - Years 1 & 2)





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## Step 1 - How to improve Body Management

| Numbers | Skill                | Coaching Points                                                                                                                                                                                                                                                |
|---------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Rebound jumps x 10   | Try to get a rhythm going. Do not bend knees too much or you will not be able to rebound immediately from the floor and this will result in 10 separate jumps rather than continuous rebound jumps. Keep feet together and do not travel forwards              |
| 2       | Tucked dish          | Keep lower back pressed firmly into the floor, squeeze stomach muscles and keep chin on chest                                                                                                                                                                  |
| 3       | Back support         | Push hips up and squeeze bottom tightly. Keep fingers facing your toes and head in a neutral position                                                                                                                                                          |
| 4       | Straddle sit         | Back straight, toes pointed, knees pressed into the floor. Aim your little toes towards the floor not your big toes. Keep your knees facing up towards the ceiling                                                                                             |
| 5       | Arch                 | Keep legs together and arms shoulder width apart. Squeeze bottom and keep head in a neutral position                                                                                                                                                           |
| 6       | Front support        | Try to make a straight line from head to toes. Ensure arms are supporting the body vertically under shoulders, fingers facing forwards. Keep head in a neutral position. Squeeze stomach and bottom muscles                                                    |
| 7       | Splits x 3           | In right and left leg splits ensure hips and shoulders are square and level, keep front leg straight. Keep both legs straight in side (box) splits                                                                                                             |
| 8       | Shoulder flexibility | Maintain good body posture with straight back whilst taking arms up to ears. See how far behind your ears you can take your arms keeping them shoulder width apart                                                                                             |
| 9       | Broad jump           | Take arms back behind you before take off to enable them to swing through giving extra length to your jump. Keep feet shoulder width apart. Push through feet and extend legs fully. See how far you can jump. Bend knees on landing (no more than 90 degrees) |

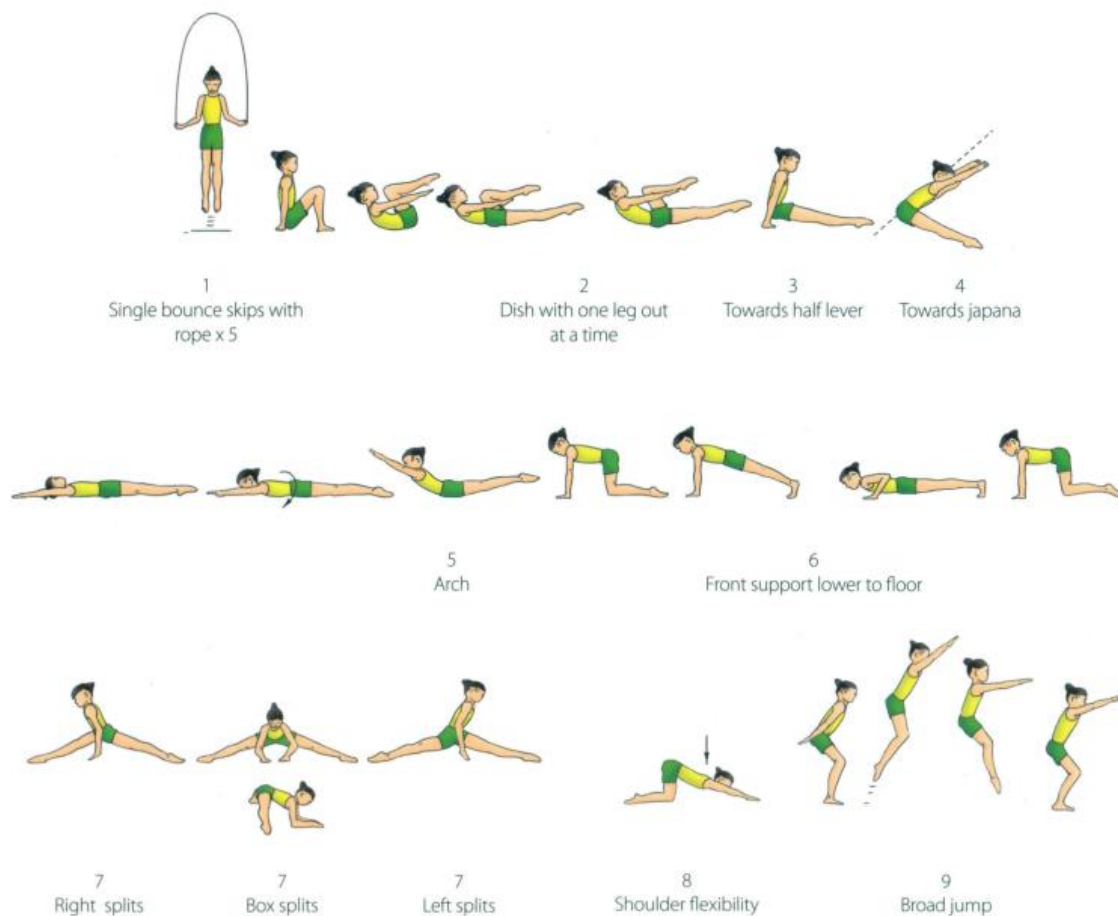


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## Step 2 - Body Management (Lower Key Stage 2 - Years 3 & 4)





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## Step 2 - How to Improve Body Management

| Numbers | Skill                             | Coaching Points                                                                                                                                                                                                                                                                     |
|---------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Single bounce skips with rope x 5 | Try to get a rhythm going. Do not bend knees too much or you will not be able to rebound immediately from the floor. Try to keep the rope taut                                                                                                                                      |
| 2       | Dish with one leg out at a time   | Keep lower back pressed firmly into the floor, squeeze stomach muscles and keep chin on chest. Keep the straight leg about 10cm from the floor                                                                                                                                      |
| 3       | Towards half lever                | Push hips up and squeeze bottom tight. Keep fingers facing your toes and head in a neutral position                                                                                                                                                                                 |
| 4       | Towards Japana                    | Back straight, toes pointed, knees pressed into the floor. Aim your little toes towards the floor, not your big toes. Keep your knees facing up towards the ceiling. Push your tummy button towards the floor not your shoulders. Aim for legs to be approximately 90 degrees apart |
| 5       | Arch                              | Keep legs together and arms shoulder width apart. Squeeze bottom and keep head in a neutral position                                                                                                                                                                                |
| 6       | Front support lower to floor      | Try to make a straight line from head to toes. Ensure arms are supporting vertically under shoulders, fingers facing forwards. Keep head in a neutral position. Maintain straight body line as you lower to the floor (all body parts should touch the floor at the same time)      |
| 7       | Splits x 3                        | In right and left leg splits ensure hips and shoulders are square and level. Keep both legs straight, support body weight with arms and ease down into splits as far as you can go                                                                                                  |
| 8       | Shoulder flexibility              | Keep knee joint at 90 degrees. Keep arms shoulder width apart. Push arm-pits down towards the floor. Try not to arch the back                                                                                                                                                       |
| 9       | Broad jump                        | Take arms back behind you before take off to enable them to swing through giving extra length to your jump. Keep feet shoulder width apart. Push through feet and extend legs fully. See how far you can jump. Bend knees on landing (no more than 90 degrees)                      |

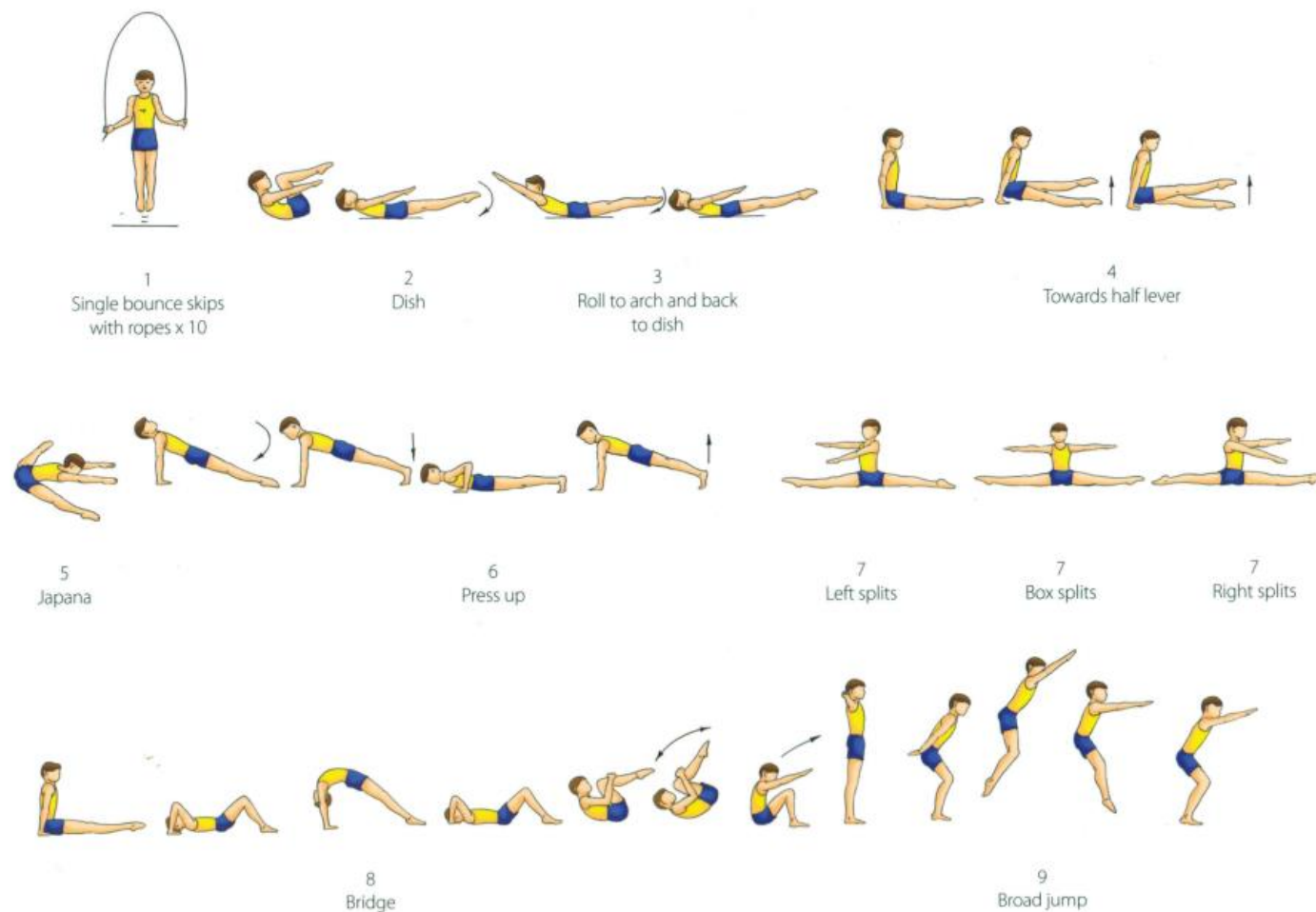


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## Step 3 - Body Management (Upper Key Stage 2 - Years 5 & 6)





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## Step 3 - How to Improve Body Management

| Numbers | Skill                              | Coaching Points                                                                                                                                                                                                                                                                         |
|---------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Single bounce skips with rope x 10 | Try to get a rhythm going. Do not bend knees too much or you will not be able to rebound immediately from the floor. Try to keep the rope taut.                                                                                                                                         |
| 2       | Dish                               | Keep back pressed firmly into the floor, squeeze stomach muscles and keep chin on chest. Keep legs about 10cm from the floor. Hold for 2 seconds.                                                                                                                                       |
| 3       | Roll to arch and back to dish      | Keep arms and legs off the floor throughout the move. Squeeze stomach in dish and bottom in the arch shape                                                                                                                                                                              |
| 4       | Towards half lever                 | Keep arms level with your thighs. Push your bottom off the floor. Keep fingers facing your toes, hands flat on the floor and head in a neutral position. Lift each leg off the floor at least 10cm                                                                                      |
| 5       | Japana                             | Back straight, toes pointed, knees pressed into the floor. Aim your little toes towards the floor not your big toes. Keep your knees facing up towards the ceiling. Push your tummy button towards the floor not your shoulders. Look at your fingers                                   |
| 6       | Press up                           | Try to make a straight line from head to toes. Ensure arms are supporting vertically under shoulders, fingers facing forwards. Keep head in a neutral position. Maintain straight body line as you lower to the floor and push up                                                       |
| 7       | Splits x 3                         | In right and left leg splits ensure hips and shoulders are square and level. Keep both legs straight. If you are all the way down in splits, take arms off the floor and stretch them                                                                                                   |
| 8       | Bridge                             | Keep arms shoulder width apart. A good bridge is achieved with good shoulder flexibility, not by over-arching the back, so push through the shoulders and try to press your legs straight with feet flat on the floor                                                                   |
| 9       | Broad jump                         | Take arms back behind you before take off to enable them to swing through, giving extra length to your jump. Keep feet shoulder width apart. Push through feet and extend legs fully. See if you can go further than you did last time. Bend knees on landing (no more than 90 degrees) |