

GYMNASTICS– development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment	Pupils should: <ul style="list-style-type: none"> develop fundamental movement skills: balance, travel, roll and jump become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations 		Pupils should: <ul style="list-style-type: none"> learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement develop flexibility, strength, technique and control and balance enjoy communicating and collaborating with each other develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones 	
Core Assessment Tasks:	Making Shapes	<i>Making Shapes, Unit 1 tasks 1 & 2, Unit 2 tasks 1 & 2</i> Families of Actions, <i>Unit 2 tasks 1 & 2</i> Balancing Act, Partner Work, Unit 3 task 1	Balancing Act, Partner Work, Unit 3 task 1 Unit 4 tasks 1 & 2	Acrobatic Gymnastics, Unit 5 tasks 1 & 2 Group Dynamics, Unit 6 tasks 1 & 2
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Sequencing	<p><i>Together we are going to make a gymnastic story using our gymnastic friends. Try out some of the actions first.</i></p> <p><i>Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll. Choose your best 2 actions and teach them to a partner. Now perform your sequence together.</i></p>		<p><i>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</i></p> <p><i>Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an "L" shaped pathway.</i></p> <p><i>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</i></p> <p><i>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</i></p>	

<p>Balance</p>	<p>Stand "like a gymnast": extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers.</p> <p>Sit like a gymnast in "long sit": long body - extend core, head up, long legs - show extension and tension in legs, stretch ankles, feet and toes. Rest hands on knees.</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike. Try balancing in these shapes on large body parts: back, front, side, bottom.</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p>	<p>Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 5.</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p>	<p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p> <p>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Move in and out of balance fluently.</p>	<p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner. Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from).</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p>
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<p>Travel</p>	<p>Explore walking “like a gymnast: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers. Explore skipping (step forward and hop on that foot, repeat with other foot). Explore side stepping, bringing feet together after each side step. See jumping below. Explore sliding along a bench pulling body forward with both hands. Explore crawling along a bench.</p>	<p>Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms. Monkey walk - take some weight on hands as you travel with bent legs and extended arms. Caterpillar walk – hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position (see above). Bunny hop – begin by exploring transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet.. Explore bunny hop along a bench.</p>	<p>Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. Use a variety of rolling actions to travel on the floor and along apparatus. Travel with a partner; move away from and together on the floor and on apparatus. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p>	<p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight. Increase the variety of pathways, levels and speeds at which you travel. Travel in time with a partner, move away from and back to a partner.</p>
<p>Jump</p>	<p>Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing. Explore staying balanced with good core strength to hold body upright when jumping from: 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot. Perform a straight jump in the air with a controlled landing – core strength should keep body upright throughout the take off and landing.</p>	<p>Explore shape in the air when jumping and landing with control e.g. star shape (without arms to begin with) and tuck shape (knees to upright chest, not chest down to knees). When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p>	<p>When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p>	<p>Make symmetrical and asymmetrical shapes in the air. Jump along, over and off apparatus of varying height with control in the air and on landing.</p>

<p>Roll</p>	<p>Pencil roll – from back to front keeping body and limbs in straight shape.</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</p>	<p>Continue to develop control in the Pencil and Dish rolls.</p> <p>Begin to extend the Egg roll into the Teddy Bear roll by performing the roll with legs apart (straddle position). Further extend the Teddy Bear roll by starting sitting in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side then sit up – you should be facing the opposite direction still in straddle position. Perform 2 rolls to perform the full Circle roll</p> <p>Rock and Roll (the final phase of the forward roll) – sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. If lacking core strength and body tension, place a bean bag under chin, between knees and between feet. Explore different finishing positions e.g. opening out when nearing sitting position in straddle.</p> <p>Tipper Truck (the first phase of the forward roll) crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. This will encourage children to raise hips out of the way so head can roll under when ready to perform the full forward roll (see rolling in Lower Key Stage 2)</p>	<p>Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll.</p> <p>Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p>	<p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.</p>
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