

**PROGRESSION OF SKILLS AND VOCABULARY POLICY 2019**



P.E ESSENTIAL SKILLS Y1-Y6: GYMNASTICS					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
<i>IPEP: Balance &amp; Agility</i>	<i>IPEP: Balance &amp; Coordination</i>	<i>IPEP: Symmetrical Shapes</i>	<i>IPEP: What's my direction?</i>	<i>IPEP: Travelling &amp; Turning</i>	<i>IPEP: Perfecting</i>
<b>Health</b> 					
Explore changes that happen to the body when taking part in physical activity, lift and place equipment safely with support.	Understand that there will be changes in the body when taking part in physical activity and begin to carry and place equipment safely.	Recognise the changes to the body when taking part in physical activity, know and demonstrate how to carry and place equipment safely.	Work safely with a partner recognising the short and long term effects of exercise on the body during gymnastic activities.	Lead own warm up and cool down with an understanding of the short and long term effects of exercise on the body and know how to work safely.	Lead own warm up and cool down and be able to describe long and short term effects of exercise on the body and understand the importance of working safely.
<b>Mental</b> 					
Watch and discuss my own and others' performance using simple gymnastic vocabulary.	Describe my own and others' performance with an understanding of simple gymnastic vocabulary.	Identify the difference between own and others' performance using simple gymnastic vocabulary.	Use a number of gymnastic actions to create a fluent sequence. Describe similarities and differences between own and others' work, making suggestions for improvement.	Use creativity and imagination when planning sequences. Know how to improve own and others' performance	Understand how effective sequencing of skills can improve performance. Understand how to use feedback from self and others to improve performance
<b>Physical</b> 					
Experience linking actions to create simple gymnastics sequences incorporating direction, level and speed.  Show an awareness of personal and general space.	Perform a basic gymnastic sequence on the floor incorporating changes in level.  Travel, showing change of speed and direction. Develop body awareness through varying body balances.	Select and link actions to create a basic gymnastic sequence, incorporating apparatus and the floor. Include movements that change direction, level and speed.  To build strength through pushing & pulling motions.	Create and demonstrate a longer sequence with a range of actions incorporating apparatus and the floor. Work effectively within a group sequence.	Perform showing a good level of skill and imagination in individual and group pieces.	Perform sequences showing competence, fluency and control both individually and within a group.  To review some complex gymnastic positions.

**PROGRESSION OF SKILLS AND VOCABULARY POLICY 2019**



<p>To travel using 'caterpillar', 'monkey' &amp; 'crab' walk. To travel in 'crawling soldier' position.</p>	<p>To perform 'Teddy bear' &amp; 'Pencil' rolls. To adopt the positions 'happy cat' &amp; 'angry cat'.</p>	<p>To perform with developing symmetry. To use a change of direction in between jumps.</p>	<p>To accelerate and decelerate whilst travelling. Perform a roll using control, body tension and flow. To use equipment within a sequence.</p>		
-----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

KEY VOCABULARY: GYMNASTICS					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
<p><b>Subject specific:</b> Space, travel, monkey walk, caterpillar walk, crab walk, control, soldier crawl, sequence, evaluate, balance, agility.</p> <p><b>Equipment:</b> Landing mats, hoops, agility tables.</p>	<p><b>Subject Specific:</b> Coordination, speed, direction, body awareness, teddy bear roll, pencil roll, happy cat, angry cat, pace,</p>	<p><b>Subject Specific:</b> Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility.</p> <p><b>Equipment:</b> Apparatus, climbing frame.</p>	<p><b>Subject Specific:</b> Rhythmic Gymnastics, accelerate, decelerate, body tension. Egg roll, transition, stride.</p> <p><b>Equipment:</b> Balance beam.</p>	<p><b>Subject Specific:</b> Front/back support, collaboratively, scorpion position,</p>	<p><b>Subject Specific:</b> Handstand, flight, asymmetrical, element, headstand,</p>