

Leighfield Primary P.E. Learning Journey – Gymnastics

EYFS

Children begin to travel around, under and over equipment.

Children can negotiate space safely

Children can roll in different ways with control (log/pencil/Teddy bear egg).

Children can demonstrate a 'safe landing' when jumping from a low height.



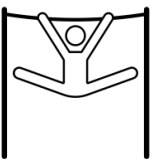
Children can skip in time to music

Children can hop on both legs confidently.

Children can link 2 movements to create a sequence.

Children can carry a mat safely.

Year 1



Children can improve their movements and performance based on feedback.

Children can plan and perform a sequence of movements.

Children show control over their bodies when moving.

Children can curl, tense, straighten and relax their bodies.

Children can hold shapes and simple balances e.g balancing on 1 leg for 5 seconds .

Year 2

Children can work effectively, both on their own and with a partner.

Children can demonstrate a 'squat on' independently

Children can think of more than one way to create a sequence which follows 'some' rules.

Children can balance on either leg and can hold a still shape on different parts of the body.

Children can travel around, under and over equipment independently and safely.



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Year 3

Children can use a range of jumps in their sequences.

Children can explain how strength and suppleness affect performance.

Children can use turns whilst travelling in a variety of ways.

Children can perform a 'squat on' onto a box using a spring board

Children can perform a straight jump and a tuck jump dismount.

Children can develop the quality of the actions, shapes and balances



I can work in a controlled way.

I can include change of speed and direction when working.

I can perform sequences which include a range of shapes.



Children demonstrate an understanding of 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.



Children can make and perform complex extended sequences.



Children show changes of direction, speed and level during a performance.

Year 4

I can work with a partner to create, repeat and improve a sequence with at least three phases.

Children move with clarity, fluency and expression.

Children carry out balances, recognising the position of their centre of gravity and how this affects balance.

Children combine equipment with movement to create sequences.

Year 5

Children can perform consistently to different audiences.

Children develop strength, technique and flexibility throughout performances..

I can combine my own work with that of others.

Year 6

Children can create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.

Children can confidently use equipment to vault in a variety of ways.

Children perform jumps, shapes and balances fluently and with control.



Children can link sequences to specific timings showing strength, technique and flexibility in their performance..

Children demonstrate precise and controlled placement of body parts in their actions, shapes and balances.