

# Halstead Community Primary School P.E and Design Skills Progression

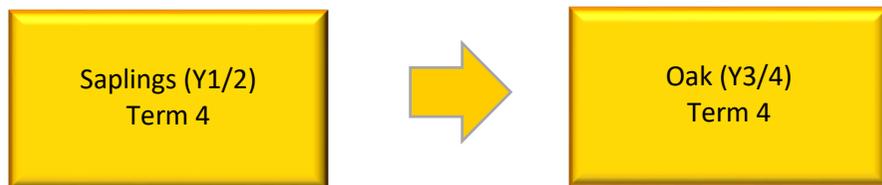
## Gymnastics

### Cycle A



	Saplings (Y1/2) Term 4		Oak (Y3/4) Term 3		Willow (Y5/6) Term 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>To mount/dismount apparatus safely.</p> <p>To develop ability to hold own body weight.</p> <p>To hold own body weight on both hands &amp; legs.</p> <p>To travel over apparatus in different ways safely.</p> <p>Demonstrate changes of direction, speed &amp; level.</p> <p>Perform and repeat sequences of movements.</p>	<p>Link two or more actions to perform a sequence with control and co-ordination.</p>	<p>To develop knowledge of gymnastics balances.</p> <p>To develop ability to hold a balance.</p> <p>To develop knowledge of ways of travelling.</p> <p>To develop ability to travel effectively in Gymnastics.</p>		<p>To list some of the types of balance and hold themselves on 1/2 limbs with moderate control.</p> <p>To roll across a mat with some evidence of control.</p> <p>To create a routine containing a variety of differing methods of travel.</p> <p>Create simple routines as a pair, containing mirrored/matched balances.</p>	<p>To list all of the types of balance and hold themselves on 1/2 limbs with high degree of control.</p> <p>To roll in a variety of ways displaying control.</p> <p>To create simple routines as a pair containing mirrored/matched balances.</p> <p>Create routines in pairs containing partnered balances.</p>

## Cycle B



	Saplings (Y1/2) Term 4		Oak (Y3/4) Term 4	
	Year 1	Year 2	Year 3	Year 4
Gymnastics	<p>To hold own body weight on both hands &amp; legs.</p> <p>To travel over apparatus in different ways safely</p>	<p>To hold themselves on one leg whilst on the floor (3-4 seconds).</p> <p>To hold themselves on one leg whilst on the floor (5-6 seconds), can perform a full turn on apparatus.</p> <p>To hold themselves on either leg on the apparatus (5-6 seconds), and turn showing fluency.</p>		<p>Create routines containing balances with control and extension AND fluency from one balance to the other.</p> <p>Create routines containing both balances and a variety of travels.</p> <p>Create routines in unison with a partner, complete with different levels and ways of travelling.</p>