

# PE - Gymnastics Skill Progression (End Points)

Year group	Head	Heart	Hands
EYFS Skills	Head <ul style="list-style-type: none"> <li>follow instructions involving several ideas or actions</li> <li>copy sequences and repeat them</li> </ul>	Heart <ul style="list-style-type: none"> <li>confident to try new activities</li> <li>play co-operatively, taking turns with others</li> </ul>	Hands <ul style="list-style-type: none"> <li>show good control and co-ordination in large and small movements</li> <li>move confidently in a range of ways, safely negotiating space</li> <li>move and stop safely</li> <li>make body tense, relaxed, curled and stretched</li> <li>roll in different ways</li> <li>travel in different ways</li> <li>balance in different ways</li> <li>stretch in different ways</li> <li>curl in different ways</li> </ul>
Year 1 Skills	Head <ul style="list-style-type: none"> <li>plan and show a sequence of movements</li> </ul>	Heart <ul style="list-style-type: none"> <li>listen carefully to teacher and peers</li> <li>can take turns</li> <li>always try to join in with activities</li> </ul>	Hands <ul style="list-style-type: none"> <li>make body tense, relaxed, curled and stretched</li> <li>control body when travelling</li> <li>control body when balancing</li> <li>can climb safely</li> </ul>
Year 2 Skills	Head <ul style="list-style-type: none"> <li>make a sequence by linking sections together</li> <li>think of more than one way to create a sequence which follows a set of 'rules'.</li> </ul>	Heart <ul style="list-style-type: none"> <li>try to help other children</li> <li>make others feel successful</li> <li>work on own and with a partner to create a sequence</li> </ul>	Hands <ul style="list-style-type: none"> <li>use contrast in sequences</li> <li>movements are controlled</li> </ul>
Year 3 Skills	Head <ul style="list-style-type: none"> <li>use a greater number of own ideas for movement in response to a task</li> <li>explain how strength and suppleness affect performances</li> <li>compare and contrast gymnastic sequences, commenting on similarities and differences</li> </ul>	Heart <ul style="list-style-type: none"> <li>share and create phrases with a partner and in small groups</li> </ul>	Hands <ul style="list-style-type: none"> <li>improvise freely, translating ideas from a stimulus into movement</li> </ul>
Year 4 Skills	Head <ul style="list-style-type: none"> <li>adapt sequences to suit different types of apparatus and partner's ability</li> <li>work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	Heart <ul style="list-style-type: none"> <li>demonstrate how to adapt an activity to suit all abilities</li> <li>demonstrate how to be a good role model</li> <li>willing to take responsibility for own actions</li> <li>take the lead when working with a partner or group</li> <li>set own goals to improve self in PE</li> </ul>	Hands <ul style="list-style-type: none"> <li>work in a controlled way</li> </ul>
Year 5 Skills	Head <ul style="list-style-type: none"> <li>follow a set of 'rules' to produce a sequence</li> </ul>	Heart <ul style="list-style-type: none"> <li>listen to others ideas and follow their instructions</li> <li>lead others in a simple activity</li> <li>adapt activities to help others</li> </ul>	Hands <ul style="list-style-type: none"> <li>work on movements and refine them</li> <li>movements are controlled</li> <li>include change of speed, change of direction and a range of shapes</li> <li>combine action, balance and shape</li> </ul>
Year 6 Skills	Head <ul style="list-style-type: none"> <li>follow a set of 'rules' to produce a sequence</li> <li>link sequences to specific timings</li> <li>follow specific compositional rules</li> </ul>	Heart <ul style="list-style-type: none"> <li>lead by example</li> <li>can be a leader and always help peers with helpful comment</li> <li>make a team plan and communicate it to others</li> <li>combine my work with that of others</li> </ul>	Hands <ul style="list-style-type: none"> <li>perform consistently to different audiences</li> <li>movements are accurate, clear and consistent</li> <li>movements are controlled, including when taking off and landing in a jump</li> <li>use skills in different situations</li> </ul>