

GYMNASTICS in EYFS and KEY STAGE 1 – development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment	Core Assessment Tasks:
<p>Pupils should:</p> <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 	<p>Pre Level 1/Level 1 – Making Shapes Level 1 – Making Shapes, Unit 1 tasks 1 & 2, Unit 2 tasks 1 & 2 Level 2 – Families of Actions, Unit 2 tasks 1 & 2 Level 2/3 – Partner Work, Unit 3 task 1</p>

	EYFS	Key Stage 1
Sequencing	<i>Together we are going to make a gymnastic story using our gymnastic friends. Try out some of the actions first.</i>	<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>
Balance	<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). 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). 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>
Travel	<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.</p> <p>Explore skipping (step forward and hop on that foot, repeat with other foot).</p> <p>Explore side stepping, bringing feet together after each side step. See jumping below.</p> <p>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.</p> <p>Monkey walk - take some weight on hands as you travel with bent legs and extended arms.</p> <p>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).</p> <p>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>

Jump	<p>Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing.</p> <p>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.</p> <p>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).</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.</p>
Roll	<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>
Communication and understanding of health	<ul style="list-style-type: none"> • Describe how the body feels when still and when exercising. • Talk about what they have done. • Talk about what others have done. 	<ul style="list-style-type: none"> • Recognise and describe how the body feels during and after different physical activities. • Explain what they need to stay healthy. • Carry and place equipment safely and sensibly. • Watch and describe performances and use what they see to improve their own performance. • Talk about the differences between their work and that of others.