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| **High Ercall Primary School**  **Progression in Gymnastics** | | | | | | | | | | |
| **Date: March 2020** | | **Subject Lead: MP** | | | | **Review: Summer 2021** | | | | |
| **Curriculum Intent:** | | | | | | | | | | |
| **Curriculum Targets:** | | | | | | | | | | |
|  |  | | | **Links to school key drivers**  **Cultural Diversity**  **Emotional Resilience** | | | **Resilience:** | | | |
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|  |  | | | **Outdoor Learning:** | | | |
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|  |  | | | **Diversity:** | | | |
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| **Dance** | **Year 1** | | **Year 2** | | **Year 3** | | | **Year 4** | **Year 5** | **Year 6** |
|  | |  | | --- | | Compose  Explore gymnastics actions and still shapes.  Move confidently and safely in their own and general space, using change of speed and direction. | | Appreciate  Watch, copy and describe what they and others have done | | | Compose  Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.            Appreciate  Improve their work using information they have gained by watching, listening and investigating. | | Compose  Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.          Appreciate  Describe and evaluate the effectiveness and quality of a performance. Recognise how their performance has improved. | | Compose  Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction      Appreciate  Describe their own and others’ work, making simple judgments about the quality of performances and suggesting ways they could be improved. | | Compose  Perform actions, shapes and balances consistently and fluently in specific activities.          Appreciate  Choose and use information and basic criteria to evaluate their own and others’ work. | Compose   |  | | --- | | Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.              Appreciate  Evaluate their own and others’ work. Suggest ways of making improvements. | |