



GYMNASTICS SKILLS AND PROGRESSION

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|---|---|---|
| Acquiring and developing skills in Gymnastics (General) | <p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p> | <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle, and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p> | <p>Copy, explore, and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p> | <p>Use ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed, or level.</p> <p>Travel in a variety of ways, including flight.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Perform jumps whilst travelling in a variety of ways. Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> | <p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions, and levels in their sequences.</p> <p>Move with clarity, fluency, and expression. Show changes of direction, speed, and level during performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing, and using equipment.</p> <p>Develop strength, technique, and flexibility throughout performances.</p> | <p>Select ideas to compose specific sequences of movements, shapes, and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes, and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique, and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> | <p>Create their own complex sequences that include a full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting, and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes, and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique, and flexibility throughout performances</p> |
| Rolls | <p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p> | <p>Log roll (controlled)</p> <p>Curled side roll (egg roll)(controlled)</p> <p>Teddy bear roll (controlled)</p> | <p>Log roll (controlled)</p> <p>Curled side roll (egg roll)(controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking forward roll</p> <p>Crouched forward roll</p> | <p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p> | <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> | <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> | <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Dive forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Backward roll to standing pike</p> <p>Pike backward roll</p> |
| Jumps | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p> | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p> | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Split leap</p> | <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Split leap</p> <p>Stag leap</p> |
| Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table | | <p>Straight jump off springboard</p> | <p>Hurdle step onto springboard</p> <p>Straight jump off springboard</p> <p>Tuck jump off springboard</p> | <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> | <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Straddle on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> | <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Straddle on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> <p>Squat through vault</p> | <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Straddle on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> <p>Squat through vault</p> <p>Straddle over vault</p> |
| Handstands, cartwheels and round-offs | <p>Bunny hop</p> | <p>Bunny hop</p> <p>Front support</p> <p>Wheelbarrow with partner</p> | <p>Bunny hop</p> <p>Front support</p> <p>Wheelbarrow with partner</p> <p>T-lever scissor kick</p> | <p>Handstand</p> <p>Lunge into handstand</p> <p>Cartwheel</p> | <p>Lunge into handstand</p> <p>Lunge into cartwheel</p> | <p>Lunge into handstand</p> <p>Lunge into cartwheel</p> <p>Lunge into round-off</p> | <p>Lunge into cartwheel</p> <p>Lunge into round-off</p> <p>Hurdle step</p> <p>Hurdle step into cartwheel</p> <p>Hurdle step into round-off</p> |

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| Travelling and linking actions | Tiptoe, step, jump & hop | Tiptoe, step, jump & hop Hopscotch Skipping Gallop | Tiptoe, step, jump & hop Hopscotch Skipping Chassis steps Straight jump half-turn | Tiptoe, step, jump & hop Hopscotch Skipping Chassis steps Straight jump half-turn Cat leap | Tiptoe, step, jump & hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Pivot | Tiptoe, step, jump & hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Pivot | Tiptoe, step, jump & hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Pivot |
| Shapes and balance | Standing balances | Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes | Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front & back support | Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching & contrasting partner balances Pike, tuck, star, straight, straddle shapes Front & back support | 1,2,3,& 4 point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front & back support | 1,2,3,& 4 point balances Balances on apparatus Part body-weight partner balances Pike, tuck, star, straight, straddle shapes Front & back support | 1,2,3,& 4 point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front & back support |
| Compete/perform | Control my body when performing a sequence of movements. Participate in simple games | Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control | Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. | Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. | Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. | Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. | Link actions to create a complex sequence using a range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances and evaluate these. |
| Evaluate | Talk about what they have done. Talk about what others have done. | Watch and describe performances. Begin to say how they could improve. | 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. | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performances. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |