

Skills Progression - Gymnastics

Health and Fitness						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Skills Progression - Gymnastics

Acquiring and Developing Skills in Gymnastics						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>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.</p> <p>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, including rolling.</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>Choose 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>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>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.</p> <p>Show changes of direction, speed and level during a 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.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be 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 involving the 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>

Skills Progression - Gymnastics

Rolls						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curled side roll (egg roll)	Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
Log roll (pencil roll)	Curled side roll (egg roll) (controlled)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll
Teddy bear roll	Teddy bear roll (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
		Rocking forward roll		Backward roll to straddle	Tucked backward roll	Dive forward roll
		Crouched forward roll			Backward roll to straddle	Tucked backward roll
						Backward roll to straddle
						Backward roll to standing pike
						Pike backward roll

Skills Progression - Gymnastics

Jumps						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump
Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack
Half turn jump	Half turn jump	Half turn jump	Star jump	Star jump	Star jump	Star jump
	Cat spring	Cat spring	Straddle Jump	Straddle Jump	Straddle Jump	Straddle Jump
		Cat spring to straddle	Pike jump	Pike jump	Pike jump	Pike jump
			Straight jump	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn
			Cat leap	Straight jump full-tern	Straight jump full-tern	Straight jump full-tern
				Cat leap	Cat leap	Cat leap
				Cat leap half-turn	Cat leap half-turn	Cat leap half-turn
					Split leap	Cat leap full-turn
						Split leap

Skills Progression - Gymnastics

Handstands, Cartwheels and Round-offs						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Hurdle step Hurdle step into cartwheel Hurdle step into round-off

Skills Progression - Gymnastics

Travelling and Linking Actions						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop
	Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch
	Skipping	Skipping	Skipping	Skipping	Skipping	Skipping
	Galloping	Chassis steps	Chassis steps	Chassis steps	Chassis steps	Chassis steps
		Straight jump half turn	Straight jump half turn	Straight jump half turn	Straight jump half turn	Straight jump half turn
			Cat leap	Straight jump full-turn	Straight jump full-turn	Straight jump full-turn
			Cat leap half-turn	Cat leap	Cat leap	Cat leap
			Cat leap half-turn	Cat leap half-turn	Cat leap half-turn	
				Pivot	Pivot	Pivot

Skills Progression - Gymnastics

Shapes and Balances						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body balances Balance on apparatus Balances with partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small part balances including Standing and kneeling balances Balance on apparatus Matching and contrasting balance with partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4 point balances Balance on apparatus Balancing with and against partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4 point balances Balance on apparatus Part body weight balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4 point balances Balance on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support

Skills Progression - Gymnastics

Complete Perform						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.
Participate in simple games	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.

Skills Progression - Gymnastics

Evaluate						
Skills Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>