

Gymnastics skills progression

Year groups	Skills and progression
Reception - Travel direction / speed - Variety of jumps - Rocking action - 3 or 4 point travel - rear support - front support - sideways roll	By the end of reception, children will be able to; <ul style="list-style-type: none"> • Travel safely in a variety of different ways, directions and speeds. • Jump and land appropriately with some degree of control. • Use different parts of the body to perform a rocking action. • Use 3 and 4 parts of the body to balance and travel. • Begin to link different actions and movements together. • Perform and hold a rear and front support balance. • Roll sideways using hands for help.
Year 1 - Shapes - Stretch & Tuck - Travelling - Forwards & backwards - Jumping - stag jump - Balances - Rocking actions - Forward roll	By the end of Year 1, children will be able to; <ul style="list-style-type: none"> • Perform and discuss gymnastic shapes (Stretch and tuck) • Begin to move with control forwards and backwards. • Perform a stag jump with control and balance. • Hold a range of standing balances with increasing confidence and control. • Watch another performance and copy the actions. • Perform rocking actions with control and balance. • Link rolls together with other actions and shapes • Perform a controlled forward roll with balance and accuracy entering, during and exiting the roll.
Year 2 - Shapes - pike, star and straddle - Travelling - backwards and sideways - Jumping - cat jump - Balances - Dish and arch - Rocking actions - Tuck / Egg roll	By the end of Year 2, children will be able to; <ul style="list-style-type: none"> • Perform a range of shapes (pike, star and straddle shapes) with strength, flexibility and control. • Link balances and travelling actions by travelling backwards and forwards using gymnastic movements. • Use a cat jump within a sequence and perfect the stag jump (from year 1). • Talk about elements of the performance that have been performed well. • Perform balances using different parts of their body with control. • Perform the dish and arch balance holding these with control. • Use a rocking action whilst in the dish and arch balance with control. • Talk about and demonstrate how to make an activity safe.

<p>Year 3</p> <ul style="list-style-type: none"> - Standing & lying shapes - Travelling with floor & apparatus - Scissor jump - Jumping on floor & apparatus - Shoulder balance - 4 point balance - Pencil roll & forward roll 	<p>By the end of Year 3, children will be able to;</p> <ul style="list-style-type: none"> • Perform a range of lying and standing shapes with good control and accuracy. • Discuss performances and talk about how they are similar. • Travel in different ways using a combination of floor and apparatus. • Perform a scissor jump with high quality and controlled take off and landings. • Use and link a range of 4 point balances with good control. • Suggest improvements on a performance. • Demonstrate good body tension and strength when performing a range of rocking actions • To perfect and accurately perform pencil roll and forward roll with increasing confidence and control. • To enter and exit and hold a shoulder balance independently with control and balance.
<p>Year 4</p> <ul style="list-style-type: none"> - Support shape - Travelling sequences - 3 point balance - split jump - backwards roll - Stork balance and arabesque 	<p>By the end of Year 4, children will be able to;</p> <ul style="list-style-type: none"> • Perform a range of shapes and move fluently from one shape to another. • Identify parts of their own performance that need improving. • Travel differently and utilise these to make a sequence more interesting. • Compare and contrast two performances. • Perform a split jump, taking off and landing with control and balance (and perfect previously learnt jumps). • Perform a range of jumps taking off or landing on mats and using apparatus. • Perform a stork balance and arabesque balance confidently and use as part of a sequence. • Explore and perform 3 and 4 point balances. • Perform a backwards roll safely and with good control. • To work safely and effectively with a partner and themselves.
<p>Year 5</p> <ul style="list-style-type: none"> - Sitting, standing, lying and support shape - Part Rotation jump - Headstand - Cartwheel 	<p>By the end of Year 5, children will be able to;</p> <ul style="list-style-type: none"> • Perform a range of sitting, support, lying and standing shapes accurately and with control. • Comment on the effectiveness of a performance. • Perform a straight jump with $\frac{1}{4}$ and 1.2 turn whilst maintaining control and balance. • Perform a head stand safely and with confidence (can be 'spotted' by partner if required). • Perform a cartwheel safely and with increased confidence and speed. • Develop a gymnastic sequence incorporating the elements from this year and previous curricula.

	<ul style="list-style-type: none"> • Start and finish forward roll with a different shape (straddle, tuck, standing).
<p>Year 6</p> <ul style="list-style-type: none"> - Partner balances - Full rotation jumps - Handstand - Circle (teddy) roll 	<p>By the end of Year 6, children will be able to;</p> <ul style="list-style-type: none"> • Perform support shapes and partner balances accurately as part of a sequence. • Using their gymnastics knowledge, comment and analyse on performances and suggest aspects for improvements. • Perform rotational jumps (including full rotations) accurately and with control. • Land rotational jumps with control. • Enter and exit a handstand with control (can be supported by partner if required). • Perform a circle (teddy bear) roll. • Link movements in a sequence with fluency, accuracy and control. <p>Develop a gymnastic sequence using jumps, rolls and balances.</p>