





Gymnastics Progression Grid

EYFS	<p>KS1 National Curriculum Aims Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 			<p>KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Health & Fitness						
	Explain how the body feels before during and after fitness. 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.	Describe how the body acts at different times and how this affects the performance. Explain why exercise is good for yours 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 well-being. Know ways they can become healthier.	
	Developing gymnastics skills						
	Create and perform a movement sequence. Copy actions and movement	Copy, explore and remember actions and	Choose ideas to compose a movement sequence	Use an increasing range of actions,	Select ideas to compose specific sequences of	Create their own complex sequences involving the full range of actions and	



		<p>sequences with a beginning, middle and end. 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.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>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>independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</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>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> <p>Explore bridges in interesting and creative ways confidently and safely.</p> <p>Learn a gymnastics bridge.</p>	<p>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>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>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. 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>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>
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Jumping

		<p>Straight jump</p> <p>Tuck jump</p> <p>Star jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Star jump</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Star jump</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Star jump</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Star jump</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Star jump</p> <p>Half turn jump</p>
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				Full turn jump	Full turn jump Straddle jump Pike jump	Full turn jump Straddle jump Pike jump W jump	Full turn jump Straddle jump Pike jump W jump Split jump Stag jump
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Shapes & Balances

	<p>Standing balances</p> <p>1 foot stand</p> <p>Balancing on different body parts.</p> <p>Balancing on low equipment.</p> <p>Gymnastics shapes straight, tuck, star, straddle & pike.</p>	<p>Learn & create balances on Patches and Points.</p> <p>Standing balances Kneeling balances Large body part balances</p> <p>Balances on apparatus</p> <p>Gymnastics shapes straight, tuck, star, straddle & pike.</p> <p>Balances with a partner.</p> <p>Front and back support.</p> <p>Perform shapes & balances with hand apparatus.</p>	<p>Creating balances.</p> <p>Re-cap patches and points.</p> <p>Sequence of balances with a partner.</p> <p>Body shapes Balances (include in a performance.)</p> <p>Transfer sequences onto equipment safely.</p> <p>Practise lunge step (prep for handstand).</p> <p>Different ways to make a bridge. Gymnastics bridge.</p>	<p>Mirrored partner shapes.</p> <p>Symmetrical and unsymmetrical balances.</p> <p>Balances on apparatus.</p> <p>Partner balances on apparatus.</p> <p>Dish and Arch shape.</p> <p>Develop a range of travels, body shapes and balances they can include in a performance.</p> <p>Lead and follow a partner, with travels and balances to perform a routine.</p>	<p>Identify and show a range of bridges.</p> <p>Lead and follow a partner making synchronised and unsynchronised balances.</p> <p>Know the basics of a handstand.</p> <p>Work with a partner to create mirrored and matched movements on and off apparatus.</p> <p>Hold and balance a partner in a safe and controlled way.</p> <p>Perform difficult balances which require strength, co-ordination and control.</p>	<p>Work creatively and sensibly with a partner and part of a group.</p> <p>Perfect a sequence and pick out errors from themselves.</p> <p>Acrobatic gymnastics, pair and trio moves.</p> <p>Develop technique, control and complexity of part-weight partner balances.</p>
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Rolls

	<p>Log roll</p> <p>Egg roll</p> <p>Teddy bear roll</p>	<p>Log roll</p> <p>Egg roll</p> <p>Teddy bear roll</p> <p>Rocking forwards and backwards</p>	<p>Forward roll to straddle sit.</p> <p>Forward roll to pike sit.</p> <p>Forward roll to stand.</p>	<p>Identify and perform different types of rolls.</p> <p>Forward roll.</p> <p>Backward roll.</p>	<p>Forward roll.</p> <p>Forward roll to straddle.</p> <p>Backward roll.</p>	<p>Forward roll.</p> <p>Forward to straddle stand.</p> <p>Backward roll.</p>
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			Forward roll to sit	Rolling over and under partner. Understand how to safely roll on and off apparatus.	Backward roll to straddle. Jump off of springboard sink down into a roll on the floor. Match different types of jumps with different rolls. Create a sequence using travels, jumps & rolls with a partner.	Backward roll to straddle. Include a variety of different rolls in a longer sequence of gymnastics skills with a partner. Adapt sequences into trio routines and then onto benches.	Backward roll to straddle. Handstand forward roll (advanced children) Rolls along benches. Rolls on apparatus including rolling over bar. Identify and perform different types of rolls. Understand how to land safely off of apparatus and sink down into a roll on the floor.
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Travelling and Sequences



	<p>Move confidently and safely in their own and general space.</p> <p>Use changes of speed and different methods of travel.</p> <p>Travel with a partner safely in a space.</p> <p>Link more than one travel and make a sequence.</p>	<p>Travelling alongside a moving object and successfully catch it.</p> <p>Know the different between turning and spinning.</p> <p>Know how to link a travel with 2 or more balances, showing control.</p> <p>Transfer activities from the floor onto a bench.</p>	<p>Develop a range of travels.</p> <p>Transfer sequences onto equipment safely.</p> <p>Create a sequence using travels and jumps.</p> <p>Leaps: Catleap Scissor kick</p>	<p>Create a sequence using the hand apparatus as a prop include balancing, travelling or jumping.</p> <p>Create different ways of turning in the air.</p> <p>Create sequences on hall apparatus using spins and turns.</p> <p>Leaps & spins: Catleap Scissor kick Half turn catleap Full spin</p>	<p>Create complex and longer sequences using interesting forms of travel and movement.</p> <p>Using past gymnastics knowledge create 1 minute routines with travels, rolls, jumps, turns and balances.</p> <p>Leaps & spins: Catleap Scissor kick Half turn catleap Full turn catleap Full spin Splt leap Side leap</p>	<p>Create challenging sequences with hand apparatus.</p> <p>Link rolls, jumps, balances & travels (including cartwheels & round offs) into a sequence with hand apparatus.</p> <p>Create & perfect a group sequence with hand apparatus to perform to the class.</p> <p>Leaps & spins: Catleap Scissor kick Half turn catleap Full turn catleap Full spin</p>
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							Stag leap Splt leap Side leap
Vault (Box vault, Springboard or bench work)							
		Bounce, hop, rebound using a variety of speeds, take offs and landings. Jump off of apparatus.	Bounce, hop, rebound using a variety of take offs and landings. Know how to safely use a springboard. Squat onto bench.	Hurdle step on springboard. Straight jump off. Star jump off. Tuck jump off. Squat onto tables.	Link hurdle step on springboard and squat onto table. Straight jump off. Tuck jump off. Star jump off. Straddle jump off. Pike jump off.	Know how to correctly use a springboard to jump onto and off a vault. Straight jump off. Tuck jump off. Star jump off. Straddle jump off. Pike jump off. Squat on. Straddle on. Squat on, immediate jump off. Squat through.	Confidently jump on, off and over a vault. Straight jump off. Tuck jump off. Star jump off. Straddle jump off. Pike jump off. Squat on. Straddle on. Squat on, immediate jump off. Squat through. Straddle over.
	Compete/Perform						
		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. Perform with a partner. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities. Perform in small groups and with a partner. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Evaluate						
		Watch, copy and describe what they and others have done.	Watch, copy and describe what they and others have done.	Watching large groups pick out	Start to be able to understand how to self-evaluate e.g. did I	Judge other performances and skills fairly.	Judge other performances and skills fairly.



			Watching large groups pick out someone that impressed them.	someone that impressed them. By able to say what they liked about a peers performance.	remember my sequence. Give peers positive feedback, be able to highlight a specific reason e.g. pointed toes.	Kindly share improvements with them. Be able to accept any improvements they may receive.	Compare two skills/performances be able to judge which one was better. Kindly share improvements with them. Be able to accept any improvements they may receive.
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This table maps out the progression of skills in each area to be taught in each year group. All skills are taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.