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| The Gymnastic skills taught throughout can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be 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 | | | | | | | |
|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Rolls** | Curled side roll (egg roll)  Log roll (pencil roll)  Teddy bear roll | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled) | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  Rocking forward roll  Crouched forward roll | Crouched forward roll  Forward roll from standing  Tucked backward roll | Forward roll from standing  Straddle forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Dive forward roll  Tucked backward roll  Backward roll to straddle  Backward roll to standing |
| **Jumps** | Straight jump  Tuck jump  Jumping jack  Half turn jump | Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring | Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring  Cat spring to straddle | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Cat leap | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Split leap | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Cat leap full-turn  Split leap  Stag leap |
| **Vault** | Straight jump off springboard | Hurdle step onto springboard  Straight jump off springboard  Tuck jump off springboard | Hurdle step onto springboard  Squat on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off | Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off | Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Squat through vault | Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Squat through vault  Straddle over vault | Straight jump off springboard |
| **Handstands, cartwheels and round-offs** | 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  Lunge into round-off  Hurdle step  Hurdle step into cartwheel  Hurdle step into round-off |
| **Travelling and linking actions** | Tiptoe, step, jump and hop | Tiptoe, step, jump and hop  Hopscotch  Skipping  Galloping | Tiptoe, step, jump and hop  Hopscotch  Skipping  Galloping  Straight jump half-turn | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Cat leap | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Pivot | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Pivot | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Cat leap |
| **Shapes and balances** | 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 and back support | Large and small body part balances, including standing and kneeling balances  Balances on apparatus  Matching and contrasting partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support | 1, 2, 3 and 4- point balances  Balances on apparatus  Balances with and against a partner  Pike, tuck, star, straight, straddle shapes  Front and back support | 1, 2, 3 and 4- point balances  Balances on apparatus  Part body weight partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support | 1, 2, 3 and 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 and 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 full range of movement that showcases different agilities, 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.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |