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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. |