

Gymnastics – Progress of skills

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:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- 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.

| Progression Grid – Gymnastics | | | | | |
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| | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Health and Fitness | | | | | |
| Describe how the body feels when still and when exercising | 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. |
| Acquiring and Developing Skills in Gymnastics (General) | | | | | |

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| <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>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> |
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Rolls

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| Control my body when performing a sequence of movements. | <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> | <p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p> | <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> | <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> | <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> |
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| | Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll | | Backward roll to straddle | Tucked backward roll Backward roll to straddle | Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll |
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Jumps

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| Straight jump Tuck jump Jumping Jack Half turn jump | 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 |
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Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table

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| | 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 |
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Handstands, Cartwheels and Round-offs

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| Bunny hop | 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 |
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Travelling & Linking Actions

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| Tiptoe, step, jump and hop | Tiptoe, step, jump and hop Hopscotch Skipping Gallop 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 full turn Pivot |
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Shapes and Balances

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| Standing balances | 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 |
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Compete/Perform

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| Control my body when performing a sequence of movements. Participate in simple games. | 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 abilities, 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. |
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