

St Margaret's CE Primary School

Progression of skills in gymnastics.

	Acquiring and developing skills in Gymnastics	Rolls, wheels and Jumps	Traveling and linking actions/ Shapes and balances	Compete/ Perform
Year One	<ul style="list-style-type: none"> • Create and perform a movement sequence. • Copy actions and movement sequences with a beginning middle and end. • Link to actions to make a sequence. • Recognise and copy contrasting actions (small, tall, narrow, wide). • Travel in different ways changing direction and speed. • Hold still shapes and simple balances. • Carry out simple stretches. • Carry out a range of simple jumps landing safely. • Move around, under, over and through different objects and equipment. • Begin to move with control and care. 	<ul style="list-style-type: none"> • Log roll (controlled) • Curled side role, (egg roll) (controlled). • Rocking for forward roll. • Teddy bear role (controlled). • Straight jump. • Tuck jump. • Jumping jack. • Half turn jump. 	<ul style="list-style-type: none"> • Tiptoe, step, jump and hop. • Hopscotch. • Skipping. • Galloping. • Standing balances. • Kneeling balances. • Pike, tuck, star, straight, straddle shapes. 	<ul style="list-style-type: none"> • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control.
Year Two	<ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence. • Travel in a variety of ways including rolling. • Hold a still shape was balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safety. • Move with increasing control and care 	<ul style="list-style-type: none"> • Log roll (controlled). • Curled side role, eggroll controlled. • Teddy bear roll controlled. • Rocking for forward roll. • Crouched forward roll. 	<ul style="list-style-type: none"> • Tiptoe, step, jump and hop. • Hopscotch. • Skipping. • Galloping. • Straight jump half turn. • Standing balances. • Kneeling balances. • Large body part balances. • Balances on apparatus. • Balances with partners. • Pike, tuck, star, straight, straddle shapes. 	<ul style="list-style-type: none"> • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control.

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<p>Year Three</p>	<ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction and speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst travelling in a variety of ways. • Use a range of jumps in their sequences. • Create interesting body shapes while holding balances with control and confidence. • Begin to show flexibility and movements. 	<ul style="list-style-type: none"> • Crouched forward roll. • Forward roll from standing. • Tucked backwards roll • Straight jump. • Tuck jump. • Jumping jack. • Straddle jump. • Pin jump. • Straight jump half turn • Cartwheels 	<ul style="list-style-type: none"> • Tiptoe, step, jump and hop. • Hopscotch. • Skipping. • Straight jump half turn. • Large and small body part balances. • Including standing in kneeling balances. • Balances on apparatus. • Matching and contrasting partner balances. • Pike, tuck, start, straight, straddle shapes. 	<ul style="list-style-type: none"> • Develop the quality of the actions in their performance. • Perform learnt skills and techniques for controlling confidence.
<p>Year Four</p>	<ul style="list-style-type: none"> • Use an increasing range of actions, directions and levels in the sequences. • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. • Improve the placement and alignment of body parts and balances. • Use equipment to vote in a variety of ways. • Carry out balances, recognising the position of the centre of gravity and how this affects the balance. • Begin to develop good techniques when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout the performances. 	<ul style="list-style-type: none"> • Sideways roll • Forward roll from standing. • Straddle forward roll. • Tucked backward roll. • Backward roll to straddle. • Straight jump. • Tuck jump • Jumping jack. • Star jump. • Straddle jump • Pin jump. • Straight jump half turn • Straight jump full turn • Cartwheel 	<ul style="list-style-type: none"> • Tiptoe, step, jump and hop. • Hopscotch. • Skipping. • Straight jump half turn. • Straight jump half turn. • Pivot. • One, two, three and four point balances. • Balances on apparatus. • Balances with and against a partner • Pike, tuck, straddle shapes. 	<ul style="list-style-type: none"> • Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy.

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<p>Year Five</p>	<ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts imbalances, recognising the position of their sense of gravity and where it should be in relation to the base of the balance. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Forward roll from standing • Straddle forward roll. • Pike forward roll. • Tucked backward roll. • Backward roll to straddle. • Squat jumps • Straight jump. • Tuck jump. • Jumping jack. • Star jump. • Straddle jump. • Pike jump. • Straight jump half turn. • Straight jump full turn. • Cartwheel • Handstand 	<ul style="list-style-type: none"> • Tiptoe, step, jump and hop. • Hopscotch. • Skipping. • Straight jump half turn.. • Straight jump full turn. • Pivot. • One, two, three and four point balances. • Balances on apparatus. • Part bodyweight partner balances. • Pike,tuck, star, straight and straddle shapes. 	<ul style="list-style-type: none"> • Perform own, longer, more complex sequences. • Consistently performing, apply skills and techniques with accuracy and control. •
<p>Year Six</p>	<ul style="list-style-type: none"> • Create their own complex sequences, involving the full range of actions and movements travelling, balancing, holding shapes, jumping, leaping, swinging and stretching. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Apply skills and techniques consistently, showing position and control. • Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> • Teddy bear roll • Forward roll • Straddle forward roll • Forward roll from standing • Straddle forward roll • Pike forward roll • Dive forward roll • Tucked backward roll. • Backward roll to straddle. • Backward roll to standing Pike. • Pike backward roll. • Sideways roll • Star jump • Straight jump. • Tuck jump. • Jumping jack. • Straddle jump. • Pike jump. • Straight jump half/full turn 	<ul style="list-style-type: none"> • Tiptoe, step, jump and hop. • Hopscotch. • Skipping. • Straight jump half turn. • Striped jumper full tern. • Pivot. • One, two, three and four point balances. • Balances on apparatus. • Develop technique, control and complexity of part weight partner balances. • Group formations. • Pike, talk, star, straight, straddle shapes. 	<ul style="list-style-type: none"> • Link actions to create a complex sequence using a full range of movement that showcases different agility is performed in time to music. • Perform and provide a variety of skills and techniques confidently, consistently and with precision. • Begin to record their peers performances and evaluate these.

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