

Gymnastics Progression of Skills – EYFS, Key Stage 1 and 2

Year Group		Progression of skills	Vocabulary	Clubs	Competitions	Cross Curricular Links
Reception	Fundamental skills: -Rolls -Travel -Linking 2 moves -Basic balances on different body parts	<ul style="list-style-type: none"> • Can move freely with pleasure and confidence in a range of ways such as rolling, crawling, jumping, skipping and hopping • Can stand momentarily on one foot when shown • Can climb on equipment using alternate feet • Jumps off an object and lands appropriately • Travels with confidence and skill around, under, over and through equipment • Experiments with different ways of moving • Shows understanding of the need for safety when tackling new challenges • Practices some simple safety measures without direct supervision • Manages being able to get dressed successfully 	Alternate Landing Copy Balance Travel- jumping/hooping/skipping/ crawling/skipping/ Hands to feet. Jump Forward Roll Teddy Bear Roll			<p><u>Literacy/Numeracy:</u> Use of key words. Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. Counting the number of moves</p>
Year 1	See keys steps resources level one in staff area KLZ	<ul style="list-style-type: none"> • Jump in different ways • Change their body shape in a range of ways 	Balance Landing Control Take off		TERM 4: Gymnastics Key Steps (y1-6)	<p><u>Literacy/Numeracy:</u> Use of key words. Discuss and respond to initial ideas</p>

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		<ul style="list-style-type: none"> • Perform simple and random moves • Show some rhythm in movement • I copy & explore basic actions with some control & co-ordination • I have begun to choose & link basic actions, and I can recognise & use space appropriately • I can watch others & discuss my own work & that of my peers • I can safely perform teacher led warm-up & I am aware of others 	Flight Jump Dish Arch Posture Stretch Copy		and information, carry out the task and then review and refine ideas. Counting the number of moves
Year 2	See keys steps resources level one in staff area KLZ	<ul style="list-style-type: none"> • Can explore, copy and repeat simple skills and actions • Remember and repeat simple sequences • Copy and remember actions in a sequence • Begin to move with increasing control and care • Make a short sequence by linking moves together • Make simple moves with increasing control and coordination • I am beginning to show correct start and finish positions • I can choose 3 simple actions to construct my own basic sequence 	Balance Landing Control Flight Jump Dish Arch Posture Stretch Copy Control Repeat Linking		<u>Literacy/Numeracy:</u> Use of key words. Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. Counting the number of moves

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		<ul style="list-style-type: none"> • I am beginning to analyse and critique performances • I describe what is happening to my body during exercise 				
Year 3	See keys steps resources level two in staff area KLZ	<ul style="list-style-type: none"> • Move across a room in different ways • Move with awareness of space • Show increasingly clear and fluent movements • Use of key vocabulary such as tense, relax, curl • Improvise with ideas and movements • Begin to sequence moves and link actions • Begin to choose movement to show ideas. • I can perform a given routine including start position, linking elements and a clear finish position with control, balance and coordination • I apply compositional ideas to simple sequences (3-5 elements) alone and with a partner • I suggest ways to improve the quality of my own and others' performances • I explain what is happening to my body during gymnastic exercise 	Fluent Control Tense Relax Curl Link Actions Sequence Posture Traveling Flexibility Hold Flight		TERM 4: Gymnastic s Key Steps (y1-6)	<u>Literacy/Numeracy:</u> Use of key words. Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. Counting the number of moves
Year 4	See keys steps resources level two in staff area KLZ	<ul style="list-style-type: none"> • Move in an increasingly coordinated way 	Fluent Control Tense			<u>Literacy/Numeracy:</u> Use of key words.

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		<ul style="list-style-type: none"> • Control take-off and landing in jumping • Show increasing control in balance and agility • Refine movements into increasingly complex sequences • Cooperate with others to form sequences • Use different parts of the body for different effects • I can link ideas, skills & techniques with control, precision & fluency when performing basic skills eg jumps, rolls, balances. • I understand composition by performing more complex sequences. • I can describe how to refine, improve & modify performances including adding more complex movements. • I can demonstrate specific aspects of warm-up and describe effects of exercise on the body. 	Link Actions Sequence Posture Traveling Flexibility Hold Flight		Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. Counting the number of moves
Year 5	See keys steps resources level three in staff area KLZ	<ul style="list-style-type: none"> • Show control and coordination in travel and balance • Perform a range of jumps, showing control • Show an increasing clarity and fluency in movement • Make good use of creativity and imagination to compose a sequence 	Japana Approach Fight Rebound Landing Linking Fluency/Fluent Control Flexibility	TERM 4: Gymnastic s Key Steps (y1-6)	<u>Literacy/Numeracy:</u> Use of key words. Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. Counting the number of moves

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		<ul style="list-style-type: none"> • Combine changes of shape, speed and level in a sequence • Apply skills, actions and ideas with increasing coordination and control • I perform movement sequences, developing tension, and accuracy of control/stillness when mounting/landing to/from a height • I can select and use a wide range of movements to demonstrate my understanding of flow, time, weight, space • I am beginning to understand judging criteria and adapt accordingly with guidance • I can lead my own warm-up independently & demonstrate all-round safe practice. 	Posture Travel Consecutively Body Tension		
Year 6	See keys steps resources level three in staff area KLZ	<ul style="list-style-type: none"> • Demonstrate precision, control and fluency • Sustain movements • Use changes in and combinations of level and speed in increasingly complex sequences • Plan performances and repeat sequences including changes in speed and level • I perform basic moves to a high degree of accuracy, balance and poise and begin to perform complex skills accurately (e.g. controlled 	Japana Approach Fight Rebound Landing Linking Fluency/Fluent Control Flexibility Precision Speed Level		<u>Literacy/Numeracy:</u> Use of key words. Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. Counting the number of moves

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		<p>cartwheels, forward/ backward roll, handstands)</p> <ul style="list-style-type: none">• I can choreograph short compositions of up to 8 moves alone and in groups with limited support• When evaluating, I show sound knowledge & understanding of how to perform and improve complex skills.• I can identify components of fitness required for the elements of gymnastics.	<p>Posture Travel Consecutively Counter Balance</p>			
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