

Gymnastics Progression Grid

KS2 National Curriculum Aims

The main KS2 national curriculum aims covered in the Gymnastics units are:

- 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



Year 3	Year 4	Year 5	Year 6
Health & Fitness			
<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Acquiring and Developing Skills in Gymnastics (General)			
<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. 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 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>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>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. Develop strength, technique and flexibility throughout performances</p>

<p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</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>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	
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The Gymnastic skills taught throughout the units 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.

Rolls

Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll
Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
	Backward roll to straddle	Tucked backward roll	Dive forward roll
		Backward roll to straddle	Tucked backward roll
			Backward roll to straddle
			Backward roll to standing pike
			Pike backward roll

Jumps

Straight jump	Straight jump	Straight jump	Straight jump
Tuck jump	Tuck jump	Tuck jump	Tuck jump
Jumping jack	Jumping jack	Jumping jack	Jumping jack
Star jump	Star jump	Star jump	Star jump
Straddle jump	Straddle jump	Straddle jump	Straddle jump
Pike jump	Pike jump	Pike jump	Pike jump
Straight jump	Straight half turn	Stag jump	Stag jump
Cat leap	Straight full turn	Straight half turn	Straight half turn
	Cat leap	Straight full turn	Straight full turn
	Cat leap half turn	Cat leap half turn	Cat leap

		Split leap	Cal leap half turn Cat leap full turn Split leap Stag leap
Vault			
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
Handstands, cartwheels and round-offs			
Handstand Lunge into handstand cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	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 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
Shapes & Balances			
Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight,	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 Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support

straddle shapes Front and back support			
Compete/Perform			
<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>
Evaluate			
<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>