

Gymnastics progression

	Skills and knowledge	Vocabulary
Pre-school	• Shapes: copy different basic shapes. • Balances: explore shapes in stillness. • Rolls: begin to rock and roll. • Jumps: explore jumping safely.	Move Copy Shape Space
	• Shapes: understand that I can make basic shapes with my body. • Balances: know how to stay still when holding a balance. • Rolls: know what a roll looks like. • Jumps: know that bending my knees will help me to jump.	
Reception	• Shapes: show contrast with my body including wide/narrow, straight/curved. • Balances: explore shapes in stillness using different parts of my body. • Rolls: explore rocking and rolling. • Jumps: jumping safely.	Rock Around Sideways Forwards Over Safely Travel Backwards
	• Shapes: understand that I can make different interesting shapes with my body. • Balances: know that I should be still when holding a balance. • Rolls: know that I can change my body shape to help me roll. • Jumps: know that bending my knees will help me to land safely. • Strategy: know that if I hold a shape and count to five people will see it clearly.	
Year 1	• Shapes: explore basic shapes straight, tuck, straddle, and pike. • Balances: perform balances making my body tense, stretched and curled. • Rolls: explore barrel, straight and forward roll progressions. • Jumps: explore shape jumps including jumping off low apparatus.	Action Direction Jump Speed

	• Shapes: understand that I can improve my shapes by extending parts of my body. • Balances: know that balances should be held for 5 seconds. • Rolls: know that I can use different shapes to roll. • Jumps: know that landing on the balls of my feet helps me to land with control. • Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	Roll Point Level Balance
Year 2	• Shapes: explore using shapes in different gymnastic balances. • Balances: remember, repeat and link combinations of gymnastic balances. • Rolls: explore barrel, straight and forward roll and put into sequence work. • Jumps: explore shape jumps and take off combinations.	Link Straddle Pathway Speed Sequence
	• Shapes: know that some shapes link well together. • Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. • Jumps: understand that looking forward will help me to land with control. • Strategy: know that if I use shapes that link well together it will help my sequence to flow.	
Year 3	• Shapes: explore matching and contrasting shapes. • Balances: explore point and patch balances and transition smoothly into and out of them. • Rolls: develop the straight, barrel, and forward roll. • Jumps: develop stepping into shape jumps with control.	Matching Flow Interesting Explore Control Create Contrasting
	• Shapes: understand how to use body tension to make my shapes look better.	

	• Balances: understand that I can make my balances look interesting by using different levels. • Rolls: understand the safety considerations when performing more difficult rolls. • Jumps: understand that I can change the take-off and shape of my jumps to make them look interesting. • Strategy: know that if I use different levels it will help to make my sequence look interesting.	
Year 4	• Shapes: develop the range of shapes I use in my sequences. • Inverted movements: develop strength in bridge and shoulder stand. • Balances: develop control and fluency in individual and partner balances. • Rolls: develop the straight, barrel, forward and straddle rolls and perform them with increased control. • Jumps: develop control in performing and landing rotation jumps.	Technique Quality Apparatus Perform Extension Inverted
	• Shapes: understand how shapes can be used to improve my sequence. • Inverted movements: know that inverted movements are actions in which my hips go above my head. • Balances: know how to keep myself and others safe when performing partner balances. • Rolls: understand that I can keep the shape of my roll using body tension. • Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. • Strategy: know that if I use different directions it will help to make my sequence look interesting.	

Year 5	• Shapes: perform shapes consistently and fluently linked with other gymnastic actions. • Inverted movements: explore progressions of a cartwheel. • Balances: explore symmetrical and asymmetrical balances. • Rolls: develop control in the straight, barrel, forward, straddle and backward roll. • Jumps: select a range of jumps to include in sequence work.	Symmetrical Asymmetrical Rotation Synchronisation Aesthetics Progression canon
	• Shapes: understand that shapes underpin all other skills. • Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. • Balances: understand how to use contrasting balances to make my sequences look interesting. • Rolls: understand that I need to work within my own capabilities and this may be different to others. • Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. • Strategy: know that if I use different pathways it will help to make my sequence look interesting.	
Year 6	• Shapes: combine and perform gymnastic shapes more fluently and effectively. • Inverted movements: develop control in progressions of a cartwheel and a headstand. • Balances: explore counterbalance and counter tension. • Rolls: develop fluency and consistency in the straddle, forward and backward roll. • Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.	Formation Momentum Counter balance Fluently Counter tension Stability

	• Shapes: know which shapes to use for each skill. • Inverted movements: understand that spreading my weight across a base of support will help me to balance. • Balances: know where and when to apply force to maintain control and balance. • Rolls: understand that I can use momentum to help me to roll and know where that momentum from. • Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. • Strategy: know that if I use changes in formation it will help to make my sequence look interesting.	
--	--	--