

Gymnastics							
Key Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing	Create a short sequence of movements.	Create and perform a movement sequence.	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Select ideas to compose specific sequences of movements, shapes and balances.	Create their own complex sequences involving the full range of actions and movements:
	Roll in different ways with control.	Copy actions and movement sequences with a beginning, middle and end.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, directions and levels in their sequences.	Adapt their sequences to fit new criteria or suggestions.	travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
	Travel in different ways.	Link two actions to make a sequence.	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Move with clarity, fluency and expression.	Perform jumps, shapes and balances fluently and with control.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
	Stretch in different ways.	Recognise and copy contrasting actions (small/tall, narrow/wide).	Hold a still shape whilst balancing on different points of the body.	Move with coordination, control and care.	Show changes of direction, speed and level during a performance.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and	Confidently use equipment to vault and incorporate this into
	Jump in a range of ways from one space to another with control.	Travel in different ways, changing direction and speed.	Jump in a variety of ways and land with increasing control and balance.	Use turns whilst	Travel in different ways, including using flight.		
	Begin to balance with control.	Hold still			Improve the placement and alignment of		
	Move around, under, over, and through						

	<p>different objects and equipment.</p>	<p>shapes and simple balances. Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences. 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>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. Develop strength, technique and flexibility throughout performances.</p>	<p>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>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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Vaulting		Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard
			Straight jump off springboard	Squat on vault	Squat on vault	Squat on vault	Squat on vault
			Tuck jump off springboard	Star jump off	Star jump off	Star jump off	Star jump off
				Straddle jump off	Tuck jump off	Tuck jump off	Tuck jump off
				Pike jump off	Straddle jump off	Straddle jump off	Straddle jump off
					Pike jump off	Pike jump off	Pike jump off
						Squat through vault	Squat through vault
							Straddle over vault
Headstands, Cartwheels and Round offs	Bunny hop	Bunny hop	Bunny hop	Handstand	Lunge into handstand	Lunge into handstand	Lunge into cartwheel
		Front support wheelbarrow	Front support wheelbarrow	Lunge into handstand	Lunge into	Lunge into	Lunge into

		with partner	with partner	Cartwheel	cartwheel [redacted]	cartwheel Lunge into round-off	round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
Travelling and Linking Actions	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping 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	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn

					Pivot	Pivot	Cat leap full turn Pivot
Shapes and Balances	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	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

Compete and Perform	<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<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 abilities, 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>

<p>Evaluate</p>	<p>Talk about what they have done. Talk about what others have done.</p>	<p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances. 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>
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