



Active Schools+ Gymnastics Progression of skills in collaboration with Leeds Gymnastics Centre. Children should work at their own pace through the framework, mastering control of movements on the floor before moving on to low apparatus and then large apparatus. Teachers should teach within their own confidence and capability, year group reference for guidance only.



	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Shapes/actions /exercises	Contrasting body shapes tall/short, wide/thin, straight/curved, landing shape (jumps)	Stretch, tuck, star, pike, straddle	Dish, arch, front support, back support, side support	Linking gymnastics shapes together to create dynamic gymnastics exercises i.e. Dish into tuck = crunches	Counter balances	Rotation in flight	Fluidity of movements in sequence that show consistency and control.
Travelling	Negotiate space effectively - under, round and over apparatus and obstacles. Travel safely in a variety of ways, directions and speeds	Show control while travelling in a range of directions along bench, spots, mat etc. Explore animal walks on floor i.e. bunny hops, spider walks, crab walks, kangaroo jumps	Explore rolling – teddy bear roll, rock back & stand variations for forward & backward roll (inc. straddle & pike shapes)	Travel while using various hand apparatus, (ribbon/ hoop/rope/ball) Develop rolling: begin with wide legs forward roll to sit in tuck shape (using slope/springboard covered by a mat if possible)	Develop rolling: Tucked forwards roll – beginning in straight shape and ending in straight, straddle or pike shape	Begin exploring cartwheels: Begin with side-to-side bunny hops Side-to-side bunny hops over a bench or table Separate legs to create a low cartwheel effect	Experiment with linking movements together to create sequences i.e. Forward roll into jump or bunny hop Animal walks into actions, rolls or cartwheels
Balancing & handstand	Make body tense, relaxed, curled and stretched. Experiment with balancing on different body parts	Make body tense, relaxed, curled and stretched, showing tension.	Explore paired balances – mirroring partner Take weight on hands front, back and side support	Explore balances that have one point of contact. Explore front support & piked handstand shapes on floor to develop handstand	Explore counter balances with a partner and in a small group Piked handstand on a bench or raised surface to replicate vertical body position	Adapt balances to suit different types of apparatus Explore step into handstand on floor	Perform controlled support balances within a longer sequence of fluid movements.
Jumping, landing & vaulting	Straight jump and landing shape from a standing position	Tuck & Star jump from a standing position Travelling bunny hops	Explore run-up, jump & land using proper technique	Solidify run-up, jump & land in straight, tuck, star positions – using springboard or similar	Squat-on vault: run-up & bunny hop onto a raised surface, jump off to land safely	Straddle-on vault run-up & bunny hop (legs spread wide) onto a raised surface, jump off to land safely	Squat/straddle on OR squat-through a raised surface to land safely



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			on a springboard (or similar)		Half turn jump to land from a standing position	Full turn jump to land from a standing position	Link together a vault and jump dismount to safe landing shape
Sequencing	Begin to link different actions and movements together	Link a simple balance, jump and travel action. Begin to work independently or with a partner to make a sequence of shapes/travels	Plan, practice and perform combinations of gymnastic actions, body shapes and balances incorporating changes of direction and speed	Compose and practice actions and relate to a piece of music Choose actions that flow well into one another	Use compositional ideas in sequence such as changes in height, speed and direction.	Combine, practice, and refine gymnastic sequences with increased control and fluency. Combine own work with that of others, identifying strengths & weaknesses.	Design own apparatus formats. Perform increasingly complex sequences. Use canon and synchronisation, mirroring and contrasting when performing. Musical interpretation.
Evaluating	Describe how you travelled around the space. Say how you feel after exercise	Describe what you are good at. Say why exercise is good for you.	Say how the body feels before, during and after exercise. Give positive criticism/advice to self & others.	Describe how the body changes during/after exercise and why. Identify elements of the performance that went well & identify something that could be improved explaining why.	Describe the purpose of a warm up and cool down. Use set criteria to make simple judgements about performances and suggest improvements	Describe how exercise affects your mood and why. Did the performer take on board areas of improvement to refine their performance?	Explain the importance of strength based exercise for children. Evaluate a performance using key vocabulary and give suggestions on how to improve.

