

# Skills Progression - Gymnastics

Year 1 / 2 KS1	Year 3	Year 4	Year 5	Year 6
Uses space safely & well.	Can <b>explore, apply</b> and <b>link</b> broader range of skills / actions	Perform actions, balances, body shapes and agilities with <b>Control</b> .	Create, <b>practise</b> and <b>refine</b> longer, more complex sequences	<b>Compose longer</b> , more <b>complex</b> sequences with partner/group
Can remember, repeat & explore simple actions	Uses a greater number of own ideas for movements to respond to a task	Perform more difficult gymnastic <b>Agilities</b> demonstrating <b>Technique</b>	Show <b>Controlled</b> changes in <b>level/direction/speed</b> .	Have <b>confidence &amp; competence</b> to try new actions e.g. sportsacro
Can work cooperatively with a partner.	Can support weight on different body parts.	Perform with greater fluency, <b>Linking</b> sequences of movement	Show <b>good body tension</b> during actions e.g. Balances	Include a wide range of <b>Actions, Body-shapes</b> and <b>Balances</b> .
Work on apparatus safely.	Can demonstrate the five basic <b>Jumps</b>	Include changes of <b>speed &amp; level</b> .	Transfer smoothly between movements (Link / Flow).	Develop <b>Clear, Fluent and accurate movements</b> .
Can demonstrate different <b>Levels</b> in actions.	Can perform with <b>fluency</b> and <b>control</b> .	Combine actions in more physically challenging ways	Show a <b>wider range</b> of actions, body shapes and balances.	Show <b>Consistency &amp; Control</b> in their own movements.
Can demonstrate differences in <b>Speed</b> .	Can adapt work from floor to suit <b>different types of apparatus</b> .	<b>Lead</b> a partner through short warm-up routines.	Perform with increasing <b>Control, Balance &amp; Coordination</b>	Combine gymnastic actions, shapes and balances.
Can land safely when <b>Jumping</b> .	Can <b>adapt</b> own sequence to suit their partner's ability	<b>Collaborate &amp; Adapt</b> their own movements to include a partner.	<b>Lead</b> small groups in <b>warm-up &amp; cool-down type</b> activities.	Solve a task by applying a range of compositional ideas.
Can take weight on hands.	Chooses and plans sequences of <b>contrasting</b> actions	Plan, perform, evaluate and repeat a sequence on a <b>clear theme</b>	Adapt sequences from floor to apparatus with confidence	Perform a practised sequence to an audience in small groups.
Can create & apply different <b>Body Shapes</b>	Can demonstrate <b>Control</b> and increasing <b>Technical competence</b>	Demonstrate both <b>Matching &amp; Mirroring</b> to show difference	Include <b>Contrasting actions</b> , shapes, balances and dynamics.	Can demonstrate control in a variety of <b>Pair Balances</b>
Can <b>Balance</b> on small and large body parts.	With help, can recognise how own performances could be <b>improved</b>	Choose, practise and refine sequences on their own.	Adapt their performance to the demands of a task or theme.	Use Apparatus to support more challenging actions with <b>Control</b>
Can <b>Travel</b> on different body parts.	Will offer & accept advice and using it to improve performance	Suggest improvements to their own performance.	Judge and comment on performances using set criteria.	Be aware of factors that influence the quality of a performance.
Can <b>Co-ordinate</b> body during movements	Is willing to practice, improving performance	Can use simple choreographic <b>techniques</b> e.g. Canon, Unison	Understands <b>practice</b> can lead to improvement.	Suggest aspects of a performance that need improving
<b>Link</b> movements to suit activity.	Knows why to warm up/ cool down, can suggest some simple warm-up activities.	Can name and show simple <b>Bone / Muscle groups</b> anatomic position	Can describe blood flow around the human body	Judge a performance using their own set of agreed criteria.
Can adapt 'sequence' to include <b>apparatus</b>	Can explain how flexibility and strength can be developed	Say which <b>joints</b> are affected by specific stretches.	Can <b>explain</b> why we need to warm up and use appropriate terms	Say why it is important to warm up and cool down.
Is willing to practice and improve.	Can identify & name some muscle groups used in gymnastic activities	Understand that <b>Strength</b> and <b>Flexibility</b> can be improved.	Say which <b>joints</b> and <b>muscles</b> are helped by specific stretches.	Say why activity is good for their health and well-being.
Can evaluate their own movements.	Can <b>explore, apply</b> and <b>link</b> broader range of skills / actions			
Can say how their bodies feel during exercise.	Uses a greater number of own ideas for movements to respond to a task			

To be used in conjunction with VisionED's Gymnastics Assessment Sheets and Audit documents