

Gymnastics Skills Progression



Reception	Year 1	Year 2
Health and Fitness		
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Acquiring and Developing Skills in Gymnastics		
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>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>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>
Rolls		
<p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p>

Jumps		
Straight jump Tuck jump Jumping Jack Half turn jump Safe landing	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Straight jump off apparatus Safe landing	Straight jump Tuck jump Star jump Half turn jump Straddle jump Pike jump Cat spring Cat spring to straddle Controlled jumping off apparatus with safe landing
Skills to develop Handstands, Cartwheels and Round-offs		
Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner Scissor kick
Travelling & Linking Actions		
Tiptoe Step Jump Hop Awareness of space	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Pupils begin to understand the use of levels, directions and shapes when travelling .	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn To work safely with and around others and whilst using apparatus.
Shapes and Balances		
Standing balances Kneeling balances	Standing balances Kneeling balances Pike Tuck Star Straight	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes

	Straddle shapes	Front and back support
Perform		
Control my body when performing a sequence of movements.	<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>Have opportunities to provide feedback to others and recognise elements of high-quality performance</p>

Games & Ball skills Progression

Reception	Year 1	Year 2
Health and Fitness		
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to do to stay healthy.
Striking & Hitting a Ball		
Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving skills.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Begin to position the body to strike a ball.
Throwing & Catching a Ball		
Roll equipment in different ways. Throw underarm. Throw an object at a target. Begin to catch using two hands.	Throw underarm Throw overarm. Catch and bounce a ball. Use rolling skills. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.
Travelling with a Ball		
Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with growing control.	Bounce and kick a ball whilst travelling. Use kicking skills in a game. Use dribbling skills in a game.
Passing a Ball		
Kick an object at a target.	Pass the ball to another player in a game. Use some kicking skills in a game.	Know how to pass Use some kicking skills in a game.

Using space		
<p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p>	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>
Attacking & Defending		
<p>Play a range of chasing games.</p>	<p>Begin to use the terms attacking and defending.</p> <p>Begin to use simple defensive skills such as marking a player or defending a space.</p> <p>Begin to use simple attacking skills such as dodging to get past a defender.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game.</p>
Tactics & Rules		
<p>Follow simple rules.</p>	<p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>
Compete / 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>Engage in competitive activities and team games.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with growing control.</p> <p>Compete against self and others.</p>
Evaluate		
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p>

Dance Skills Progression



Reception	Year 1	Year 2
Health and Fitness		
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Dance Skills		
Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Move in time to music with growing confidence and body movement awareness
Performance		
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
Evaluate		
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance.