



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		Place, Stretch, Push, Pull, Hop, Skip, Step, Spring, Crawl, Still, Slowly, Tall, Long, Wide, Narrow, Up, Down, Forwards, High, Low, Elbows, Bottom, Back, Around, Through, Extension, Roll, Copy, Pathway, Along, Jump, Land, Balance, Tension, Curved, Straight, Zig-zag, Shape, Over, Hang, Grip	In front, Speed, Slow, Fast, Wide, Shape, Narrow, Long, Land, Over, Jump, Off, High, Low, Stretch, Point, Balance, Twisted, Curled, Level, Medium, Backwards, Sideways, Forwards, Zig-zag, Angular, Under, Through, Behind, Tension, Copy, Smooth, Sequence, Height	Flow, Explosive, Symmetrical, Asymmetrical, Combination, Evaluate, Improve, Stretch, Refine, Adapt, Pathway, Contrasting, Curled, Stretched, Suppleness, Strength, Inverted, Jump, Land, Over, Under	90 degrees, 180 degrees, Leaving, Approaching, Balance, Forwards, Backwards, Combine, Rotation, Against,Towards, Across, Evaluate, Improve, Height, Strength, Stamina, Speed, Level, Wide, Tucked, Straight, Twisted, Constructive, Points, Twist, Turn, Safety, Refine, Away	Dynamics, Combination, Contrasting, Control, Mirroring, Matching, Accurately, Refine, Evaluate, Display, Asymmetry, Performance, Create, Symmetry, Refinements, Assessment, Cool down, Warm up, Muscles, Joints, Explore, Rotation, Spin, Landing, Take-off, Flight	Co-operate, Audience, Elements, Twist, Obstacles, Aesthetically, Criteria, Extension, Judgement, Tnesion, Inverted, Judge, Dynamics, Canon, Counter-tension, Counter-balance, Imaginative, Parallel, Creativity, Timing
Knowledge		Children know: <ul style="list-style-type: none"><li>● how to safely land and finish skills.</li><li>● all basic gymnastics shapes.</li><li>● how to safely forward roll.</li><li>● that we only jump once on a springboard</li><li>● To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe.</li><li>● To know how long balances are held for (3 seconds)</li></ul>	Children know: <ul style="list-style-type: none"><li>● to safely land and finish skills.</li><li>● all basic gymnastics shapes.</li><li>● how to safely forward roll.</li><li>● that we only jump once on a springboard</li><li>● the rhythm and order of a cartwheel - hand, hand, foot foot.</li><li>● how to safely enter and exit partner balances and what to do if the balance becomes unsafe.</li><li>● how long balances are held for (3 seconds)</li></ul>	Children know: <ul style="list-style-type: none"><li>● how to safely move equipment.</li><li>● how to safely land and finish skills.</li><li>● To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.</li><li>● the difference between a leap and a jump.</li></ul>	Children know: <ul style="list-style-type: none"><li>● how to safely move equipment.</li><li>● how to safely land and finish skills.</li><li>● To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.</li><li>● the differences between a leap and a jump.</li></ul>	Children know: <ul style="list-style-type: none"><li>● how to safely move equipment.</li><li>● the terms “progressions” and “preps” and why they are important in developing skills safely.</li><li>● a variety of preps for advance skills, such as walkovers and handsprings.</li><li>● how to safely land and finish skills.</li><li>● what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances.</li><li>● how to safely enter and exit group balances and what to do if the balance becomes unsafe.</li><li>● the difference between a leap and a jump.</li></ul>	Children know: <ul style="list-style-type: none"><li>● how to create their own complex sequences involving the full range of actions and movements</li><li>● how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li><li>● how to confidently use equipment to vault and incorporate this into sequences.</li><li>● how to apply skills and techniques consistently, showing precision and control.</li><li>●how to develop strength, technique and flexibility throughout performances.</li></ul>
Skills	General	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.
	Rolls	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
	Jumps	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
	Vault	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
	Handstands, Cartwheels and Round-Offs	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
	Travelling and Linking Actions	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 Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn
	Shapes and 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
	Perform	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Perform and apply skills and techniques with control and accuracy	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluate	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. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	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.	Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements.	