

real gym

Progression of Skills

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Expected level	Shape	Balance	Travel	Flight	Rotation
Expected end of KS1 	Perform basic shapes sitting, lying and standing, in vertical position (tuck – laying, on feet; straight – laying, standing etc): • In isolation with good technique • Matching with a partner • On top of or next to a low bench • In contact with large apparatus • Bouncing, holding or spinning hand apparatus	Perform balances on large body parts, lying (patches), bottom seated tuck, lying straight and small body parts, 1-2 if vertical or 3-4 near the floor (points) one foot passé, low arabesque, hands and knees (mini front support): • Linked to and supporting a partner • On top of or next to a low bench • In contact with or on top of large apparatus • Bouncing, holding or spinning hand apparatus	Perform travel on large body parts (patches) sliding, army crawl etc., and small body parts, 1-2 if vertical or 3-4 near the floor (points) stretch walk, jogging etc.: • Linked to a partner • On top of or next to a low bench or table • In contact with or on top of large apparatus • Bouncing, holding or spinning hand apparatus	Perform jumps (2 feet) (straight jump etc.) and Hop (1 foot): • Synchronised with a partner • On to and off of low apparatus • In contact with large apparatus • Bouncing, holding or through hand apparatus	Perform straight horizontal rotations (Patter turn etc.), and patch (Spin on bottom etc.) or 2 point vertical rotations (Push turn etc.): • With support or under a shape made by partner/s • On to and under low apparatus • On large apparatus • Rotating and holding hand apparatus
Expected end of Lower KS2 	Perform shapes (tuck, star, straight, straddle, pike) with 2- 4 points of contact or one patch in contact with the floor: • In a variety of body positions • With weight on hands, one foot	Perform whole body balances on the floor: • On large body parts, laying including shoulders, on bottom, stomach and back (patches) (Dish, arch) • On small body parts, in a vertical position (points) or low and long to the floor (3 – 4 points) (Front and back support on 3 or 4 points) • On one foot with the free leg at the horizontal (Arabesque, table, side horizontal balance)	Perform whole body travel on the floor: • Jumping using shapes (Tuck jump etc.) • Travelling forwards using leaps (Cat leap, split leap etc.) • On small body parts, low and long to the floor (3 – 4 points) (Bunny hops, crab and bear walks etc.)	Perform jumps on the floor: • Jumping using shapes (tuck, star, straight 180°) • Hurdle step as a preparation for 2 footed jumps • Different gymnastic positions, with legs less than 180° separation, using these techniques (Stag, W-jump, Cabriole, arch)	Perform rotations on the floor: • Using shapes sideways (horizontally) and forward and backward (Rock and Roll, egg roll etc.) • Sideways (Side roll and scrabble roll etc.) • Vertically with increased speed and leg points of contact (Push turn and two footed turn etc.)

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 Expected end of KS2	Perform the points (star on one foot, straight on feet and hands etc.) and patches shapes (tuck on bottom, straddle on back etc.): - Mirrored and contrasting shapes with a partner, - Taking body weight on hands with low apparatus - Using multiple points or patches of contact with high apparatus - Passing through or rolling hand apparatus	Perform balances on large body parts while laying, including on shoulders, bottom, stomach and back (patches, tuck on bottom, lying in star); on small body parts, in a vertical position (points, arabesque etc.) or low and long to the floor (3 – 4 points, front and back support etc.); on one foot with the free leg at the horizontal: - Supporting a partner - Taking body weight on hands using low apparatus - Using multiple points or patches of contact with high apparatus - Bouncing, balancing or making shapes with hand apparatus	Perform travel using jumps with shapes (Tuck jump etc.), leaping (Cat and split leap etc.) or low and long to the floor (3 – 4 points) (Crab, bear walks, bunny hops etc.): - Linked, around, over, under a partner - Along and over low apparatus - Around, on or off high apparatus - Bouncing, moving through or making shapes with hand apparatus	Perform jumps using 2 feet and 1 foot techniques, including gymnastic positions (tuck, star, straight 180°, Stag, Cossack/W-jump, Cabriole, Arch): - In canon, over or synchronised, passing a partner - On and off low apparatus - Around, on or off high apparatus - Bouncing, rotating, rolling, throwing or making shapes with hand apparatus	Perform rotations sideways and forwards and backwards, vertically using points: - Linked, under or connected with a partner (Rock n roll, circle roll etc.) - On and along low apparatus (Dish and arch roll etc.) - Around and on high apparatus - Bouncing, rotating, holding or making shapes with hand apparatus (Side roll, scrabble roll.)
 Exceeding end of KS2 	Perform shapes (star, tuck, straddle, straight, pike) of all types with good technique: - With weight on hands and inverted or elongated - On the floor, changing number of points of contact	Perform whole body balances on the floor in more complex positions, including inverted, with back or forward flexion: - On large body parts, laying including shoulders, bottom, stomach and back (patches, shoulder stand etc.) - On small body parts, in a vertical position (points) or low and long to the floor (2-3 points (straddle leaver etc.) - On one foot, with the free leg higher than horizontal, with or without help of the hand (side split etc.)	Perform whole body travel on the floor in more complex patterns (cross steps etc.) including inverted (High bunny hop, spring etc.), with back or forward flexion (Caterpillar walk etc.): - On small body parts, in a vertical position (points) with complex foot movement patterns - Low and long to the floor (2-3 points), including inverted - Springing forwards using feet and covering distance	Perform jumps on the floor, using more complex patterns and positions: - Pike and straddle shapes - Tuck and star with 180° and 360° rotation - Using leap and Sissonne techniques - Showing positions with near split position in the flight (Split, ring etc.)	Perform rotations on the floor using more complex patterns and positions, with weight on hands: - Circle rolls and Rock and Roll to stand - Forward Roll, Barrel Turn and Cartwheels - Pivot or Pirouette on one foot with various leg shapes etc.)



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 Beyond exceeding KS2	Perform shapes with weight on hands, inverted or elongated (tuck in head stand, straight in shoulder stand, star one hand and one foot, straddle on hands etc) : • Mirrored, matching and contrasting shapes with a partner • Taking body weight on hands, including passing over the low apparatus • Using points of contact and weight on hands with high apparatus • Jumping over or through, or using different body parts with hand apparatus	Perform balances with weight on hands, inverted or elongated shapes: • Supporting a partner in an inverted position or taking complete body weight (Handstand etc.) • Taking body weight on hands, or inverted positions using low apparatus (Leavers and supports) • Using various points of contact and weight on hands with high apparatus • Bouncing, balancing, making shapes with the hand apparatus being controlled by various body parts, e.g., foot or leg (Side balance etc.,)	Perform travel with complex foot movement patterns (Cross steps etc.), low and long to the floor on points (Caterpillar etc.), or springing: • Supporting a partner in an inverted position or taking complete body weight • Taking body weight on hands, inverted positions, or over low apparatus • Using various points of contact and weight on hands with high apparatus • Bouncing, balancing, making shapes with the hand apparatus being controlled by various body parts, e.g., foot or leg	Perform jumps with complex foot movement patterns, with rotation (360°) or positions with wide leg (Near or past 180°) separation: • Supporting a partner in an inverted position or taking complete body weight • Over and along low apparatus • Through, off or with high apparatus, using hand contact • Bouncing, through or making shapes with hand apparatus being controlled by various body parts, e.g., foot or leg	Perform rotations with complex body positions and patterns, around different axis (Cartwheel, forward rolls, scrabble roll, pirouette etc.): • Linked or coordinated with a partner in an inverted position or taking complete body weight • Over, on, along and off low apparatus • On, through or in contact with large apparatus • Throw, roll, and rotating or making shapes with hand apparatus

