




# Progression of Skills

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At the following ages, children should be taught to, and be able to:

| Area                    |   | 4 - 5   | 5 - 6  | 6 - 7  | 7 - 8  | 8 - 9   | 9 - 10  | 10 - 11   |
|-------------------------|---|---|--|--|--|---|---|---|
| Movement skills         | Strength and flexibility                | Make my body tense, relaxed, curled and stretched in different ways.  | Make my body tense, relaxed, curled and stretched in different positions including Dish, Arch etc.             | Show some control of basic movements.  | Work with increasing control and strength and improving flexibility.                                   | Work with control, strength and fluidity and improving flexibility.   | Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility.  | Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility.  |
|                         | Basic skills                            | Roll, travel, balance and jump in different ways.   | Rolling, travelling, balancing and jumping in different ways with control.                                     | Rolling, travelling, balancing and jumping in specific movements with control.   | Rolling, travelling, balancing and jumping in specific movements with increased control and precision. | Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction.       | Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction including a range of shapes.               | Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes.   |
|                         | Using equipment                         | Climb on and off the equipment with support from the teacher.   | Climb on the equipment and off it with support in the first instance leading on to being independent.          | Climb on and perform movements on equipment safely.  | Mount, dismount and perform movements on equipment safely.   | Mount, dismount and perform movements on equipment safely with increasing control and balance.                                      | Mount, dismount and perform more complex movements on equipment safely with control and balance.  | Mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance.  |
| Choreography skills     | Sequences                               | Copy sequences and repeat them.   | Plan and show a sequence of movements.   | Create a sequence of movements which follow a set of rules.  | Create some linking and transition movements to a specific theme.                                      | Combine movements and shapes to create new patterns.  | Create more complex and extended sequences.   | Link sequences and perform to specific timings.   |
|                         | Interpretation of music                 | Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.   | Describe how a piece of music makes them feel and the kind of movements they want to do.                       | Use descriptive words to explain how the music makes them feel and create suitable linking movements for those feelings. | Create linking movements to express feelings or ideas that are suggested by the music.                 | Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music. | Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds in the music. | Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds in the music. |
| Team work and reviewing | Working with others                     | Copy teacher actions and demonstrations in the first instance.  | Cooperate with a partner.  | Work independently and with a partner to create a sequence.  | Work with a partner to create, repeat and improve a sequence.  | Adapt sequences to suit different abilities within a partnership.   | Work with a partner to create, repeat and improve a sequence with at least three phases.  | Combine own work with that of more than one person or team.   |
|                         | Reviewing and assessing self and others | Talk about the movements and actions and describe them to other people.   | Talk about my movements and actions and the movements and actions of others and describe them to other people. | Make a suggestion on how to improve my gymnastics sequence and sequences of others.                                      | Compare and contrast gymnastic sequences, commenting on similarities and differences.                  | Make suggestions on how to improve my own performance and performances of others.   | Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.  | Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.  |
|                         | Communication                           | Communicate appropriately and effectively in accordance with expectations for their age.  |  |  |  |   |   |   |
|                         | Confidence and self-esteem              | Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly. |  |  |  |   |   |   |

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| Enjoying - Participation and Encouragement                           | <p>Enjoys participating in Gymnastics</p> <p>Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences.</p>  |       |       |       |       |        |         |
|  | <p>Encourages others to participate</p> <p>Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality.</p>   |       |       |       |       |        |         |

**Footnote:** Children develop physically, socially and emotionally at different rates. It is therefore to be expected that while children may progress through the progressions above in that order, individually they may be a little ahead, or a little behind and teaching should be differentiated accordingly.