Gymnastics progression of Skills **Leigh Primary School**

'Sharing, Caring and Learning Together'

Shape

Fundamental skills	By the end of KS 1	Expected at the end of lower KS 2	Expected at the end of Upper KS2	Exceeding
Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance	Perform Tricky Shape skills on the floor – Tuck and star, straight, dish and arche shape, Pike and straddle Explore Tricky Shape skills - Tuck and star, straight, dish and arche shape, Pike and straddle combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickier Shape skills on the floor- Tuck and star, straight, dish and arche shape, Pike and straddle Perform (Consolidated) Tricky Shape skills Tuck and star, straight, dish and arche shape, Pike and straddle combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickiest Shape skills on the floor- Tuck and star, straight, dish and arche shape, Pike and straddle Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickiest Shape skills- Tuck and star, straight, dish and arche shape, Pike and straddle combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) Perform (Consolidated) Trickier Shape skills Tuck and star, straight, dish and arche shape, Pike and straddle combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)

Progression of shape

Tuck- On bottom and feet in front, on side, on front, on back, on two feet, on bottom only, on hand, head stand

Star- on back, on side, on one foot, on hand a feet, one hand and one foot,

Straight- on two feet, on front, on back, on two hands two feet (front support), on two hands two feet (back support), on two feet and one hand, on back (dish), on front (arch)

Pike- on bottom and legs, on feet and hands, on two feet with arms forward, on back, on bottom only, on back with fold, shoulder stand

Straddle- on bottom and legs, on back, one hands and feet, on one leg, on back with legs lifted, on hands lever,

Balance

Fundamental skills	By the end of KS 1	Expected at the end of lower KS 2	Expected at the end of Upper KS2	Exceeding
Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner	Perform (Consolidated) Tricky Balance skills on the floor- Different body parts, Points and patches, one foot. Explore Tricky Balance skills Different body parts, Points and patches, one foot. combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickier Balance skills on the floor, Different body parts, Points and patches, one foot. Perform (Consolidated) Tricky Balance skills Different body parts, Points and patches, one foot combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickiest Balance skills on the floor, Different body parts, Points and patches, one foot. Perform (Consolidated) Trickier Balance skills combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickiest Balance skills Different body parts, Points and patches, one foot, combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus Perform (Consolidated) Trickier Balance skills Different body parts, Points and patches, one foot combined with two or more of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus

Travel

Fundamental skills	Expected by end of KS1	Expected by the end of Lower KS 2	Expected by the end of KS 2	Exceeding
Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork	Perform (Consolidated) Tricky Travel skills on the floor Feet, Feet complex, Different parts of the body. Explore Tricky Travel skills Feet, feet complex and different parts of the body combined with one of the following: - Hand Apparatus - Low Apparatus- Partner/s - Large Apparatus	Perform (Consolidated) Trickier Travel skills on the floor -feet, feet complex, Different parts of the body. Perform (Consolidated) Tricky Travel skills -feet, feet complex, Different parts of the body combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickiest Travel skills on the floor - -feet, feet complex, Different parts of the body. Perform (Consolidated) Trickier Travel skills combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus .	Perform (Consolidated) Trickiest Travel skills feet, feet complex, Different parts of the body combined with two or more of the following: - Hand Apparatus - Low Apparatus (- Partner/s - Large Apparatus

Rotation

Fundamental skills	Expected by the end of KS 1	Expected by the end of lower KS2	Expected by the end of KS 2	Exceeding
Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line	Perform (Consolidated) Tricky Rotation skills on the floor rolls and different body parts Explore Tricky Rotation skills floor rolls and different body parts combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickier Rotation skills on the floor -floor rolls and different body parts Perform (Consolidated) Tricky Rotation skills floor rolls and different body parts combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickiest Rotation skills on the floor- floor rolls and different body parts Perform (Consolidated) Trickier Rotation skills combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickier Rotation skills floor rolls and body parts combined with two or more of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus

Flight

Fundamental skills	Expected by the end of KS 1	Expected by the end of lower KS 2	Expected by the end of KS 2	Exceeding
Dynamic Balance: Jumping and Landing Coordination: Footwork	Perform (Consolidated) Tricky Flight skills on the floor feet shapes, types of jumps, named jumps. Explore Tricky Flight skills feet shapes, types of jumps, named jumps combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickier Flight skills on the floor feet shapes, types of jumps and named jumps. Perform (Consolidated) Tricky Flight skills feet shapes, Types of jumps and named jumps combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus	Perform (Consolidated) Trickiest Flight skills on the floor – feet shapes, types of jumps and named jumps. Perform (Consolidated) Trickier Flight skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Rotation skills (Rotation feet shapes, types of jumps and named jumps) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)

Flight	Rotation	Travel
• Jump and land technique- straight jump • Star jump • Tuck jump • Pike jump • Straight jump • Straddle jump • Jump 2 feet to 2 feet • Hop • Hurdle jump (one foot to 2 feet) • Sissonne (two feet to one foot) • Leap (one foot to one foot) • Straight jump 180 turn, • Tuck jump 180 turn • Tuck jump 360 turn	• Pencil rolls • Egg rolls • Rock and rock to bottom • Rock and roll to stand • Circle roll • Rotate on bottom • Patter turn on feet • Chaine/ one impulse • Push turn/pivot	• Stretch Walking • March • Run/ jog • Tuck Jump, • Star jump • Slide • Slide using both arms • Spring • Rolling • Low bunny hop • Bear Walk • Caterpillar walking • Linked side step • Skip • Side step • Gallop/ cat leap • Lunge walk • Hop scotch • Cross- step

Counter Balance: In Pairs

Progression of skills	Progression of knowledge		Progression of vocabulary
Sit holding hands with toes touching, lean in together then apart with... 2. Sit holding 1 hand with toes touching, lean in together then apart with... 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements with partner.	• Keep tummy tight. • Keep back straight and head up. • Hold on to your partner's forearms.	• toes • rock • lean • side-to-side
Hold on and, with a long base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements with partner.	• Keep tummy tight. • Keep back straight and head up. • Hold on to your partner's forearms.	• long base • hold balance • long base • core muscles

By the end of KS1

1.Hold on and, with a short base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with... 3. Perform above challenges with eyes closed with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements with partner.	• Keep tummy (core muscles) tight and body straight throughout. • Hold with straight arms when leaning back. • Hold on to partner's forearms and keep a short base	• Short base • forearm • perform • coordinated

By the end of lower key stage 2

1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with... 2. Stand on 1 leg while holding on to partner's opposite foot with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements with partner.	• Keep core muscles tight. • Keep body straight, looking at partner throughout, and hold balance. • Start by leaning in and then slowly lean back using smooth, controlled movements.	• controlled • counterbalance • movements

By the end of upper Key stage 2

1 Complete lower KS1 skills with eyes closed. 2.Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together with... 3.Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements.	• Keep core muscles tight and focus on partner. • Keep body straight and maintain balance throughout. • Start by leaning in and then slowly lean back using smooth, controlled movements.	• maintain • taut • trust • smooth
1.Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position with... 2.Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements.	• Make sure core muscles are tight. • Keep body straight throughout. • Start by leaning in and then slowly lean back using smooth, controlled movements.	• facing • position • swap • communication

Static one leg balance

Progression of skills		**Progression of knowledge**	**Progression of Vocabulary**
On both legs: 1. Stand still for 10 seconds with...	• minimum wobble. • standing foot still. • non-standing foot off the floor.	• Keep head up and still. • Keep tummy tight. • Keep back straight.	• back (body) • challenging • wobble • muscles • straight
On both legs: 1. Stand still for 30 seconds with... 2. Complete 5 mini-squats with...	• minimum wobble (control). • standing foot still. • non-standing foot off the floor.	• Keep head up and still. • Keep tummy (core muscles) tight and back straight. • Use arms to help you balance.	• core muscles • nonstanding • balance • control • tight • mini-squat • freeze • dominant (non)

Expected by the end of KS1

On both legs: 1. Stand still for 30 seconds with eyes closed with... 2. Complete 5 squats with... 3. Complete 5 ankle extensions with...	• minimum wobble (control). • smooth, controlled movements. non-standing foot off the floor.	• Look forward and imagine a focus point. • Use your arms to help you balance. • Keep your tummy (core muscles) tight and back straight.	• focus • point • support (with and without) • static • improve • heel raises • practise • feedback

Expected by the end of lower KS2

On both legs: 1. Stand still on uneven surface for 30 seconds with... 2. Stand still on uneven surface for 30 seconds with eyes closed with... 3. Complete 10 squats into ankle extensions with... 4. Complete 5 squats with eyes closed with...	• stability. • smooth, controlled movements. • consistent performance.	• Keep your tummy (core muscles) tight. • Use your arms to help you balance. Use smooth, controlled movements.	• movement • repeatable • smooth • uneven • maintain • ankle extension • controlled

Expected by the end of upper KS2

On both legs: 1. Complete 5 ankle extensions with eyes closed with... 2. Complete 10 squats into ankle extensions with eyes closed with... 3. Complete above 2 challenges on uneven surface with eyes open with... 4. Complete first 2 challenges on uneven surface with eyes closed with...	• stability. • smooth, controlled movements. • consistent performance.	• Keep your centre of gravity over your base of support. • Keep your core muscles tight. • Use smooth, controlled movements.	• centre of gravity • stability • base • vigorous • persevere • performance
On both legs: 1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with... 2. Perform above challenge with eyes closed with... 3. Stand on uneven surface and pace cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...	• stability. • smooth, controlled movements. consistent performance.	• Keep your core muscles tight. • When reaching, you may need to stretch your other arm and leg back to counter balance. • Use smooth, controlled movements.	• stretch • counterbalance

Dynamic balance on one leg

Progression of skills	Progression of knowledge		Progression of vocabulary
Walk forwards with fluidity and minimum wobble with... 2. Walk backwards with fluidity and minimum wobble with...	• smooth movements. • balance maintained on the line. • opposite arm and leg moving forwards.	• Keep back straight. • Keep head up and still. • Swing arms to help move and balance.	• minimum • line • wobble • backwards
1. Walk fluidly, lifting knees to 90° with... 2. Walk fluidly, lifting heels to bottom with...	• smooth, controlled movements and minimum wobble. • balance maintained on the line. • opposite arm and leg moving forwards.	• Work off the balls of feet. • Keep head still and look forward. • Use arms to help you move and balance as you walk (opposite arm and leg).	• fluidity • maintain • heels • forwards • 90° • Lifting

Expected by the end of KS1

. March, lifting knees and elbows up to a 90° angle with... 2. Walk fluidly with heel to toe landing with... 3. Walk fluidly, lifting knees and using heel to toe landing with...	• smooth, controlled movements and minimum wobble. • balance maintained on the line. • opposite arm and leg moving forwards smoothly.	• Keep tummy (core muscles) tight and back straight. • Keep head still and look forward. • Use arms to help you move and balance as you walk, bringing them from 'hips to lips'.	• marching action • heel to toe landing • hips to lips

Expected by the end of lower KS 2

Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing with... 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with... 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle with... 4. Complete all red challenges with eyes closed with...	• balance maintained on the line. • opposite arm and leg driving forwards. • fluidity and minimum wobble.	• Keep head still and back straight. • Use arms to help you move and balance as you walk, bringing them from 'hips to lips'. • Practise the movement slowly at first movements.	• heel to bottom • extend • lunge • 90° angle • sink hips • driving

Expected by the end of Upper KS 2

Sidestep in both directions with... 2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots with... 3. Move sideways, stepping across body (lateral step-over) with... 4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). With... Complete lower KS1 skills with eyes closed.	• balance maintained on the line. • opposite arm and leg driving forwards. • fluidity and minimum wobble.	• Keep head still and back straight. • Use smooth, controlled movements. • Concentrate on keeping centre of gravity over base of support.	• sidestep • stand • front/reverse pivots • continuous • repeat • lateral step-over • lateral step-behind
Lunge walk backwards. 2. Lunge walk backwards with opposite elbow at 90° with... 3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90° with... 4. Perform above challenges with eyes closed with...	• balance maintained on the line. • opposite arm and leg driving forwards. • fluidity and minimum wobble.	• Keep head still, back straight and look forward. • Use arms to help you balance as you walk. • Concentrate on keeping centre of gravity over base of support.	• lunge walk • curved pathway • base of support

Static balance- stance

Progression of skills		**Progression of knowledge**	**Progression of vocabulary**
1. Stand on line with good stance for 10 seconds with...	• both feet facing forwards. • feet still. • minimum wobble (control).	• Keep feet a shoulder width apart. • Keep balls of feet on the line. • Keep back straight and head up.	• stance • balance • ball • line • heel
Stand on low beam with good stance for 10 seconds with...	• both feet facing forwards. • feet still. • minimum wobble (control).	• Keep feet a shoulder width apart and knees bent. • Keep weight on balls of feet. • Keep back straight, head up and look forward.	• low beam • stand

Expected by the end of KS1

On a line/low beam: 1. Receive a small force from various angles with... 2. Raise alternate feet 5 times with... 3. Raise alternate knees 5 times with... 4. Catch ball at chest height and throw it back with...	• both feet facing forwards. • balance maintained throughout. • minimum wobble (control).	• Keep feet a shoulder width apart and knees bent. • Keep weight on balls of feet. • Keep back straight, head up and look forward at a focus point.	• maintain • angles • force • raising

Expected at the end of lower KS 2

On a line/low beam: 1. Raise alternate knees to opposite elbow 5 times with... 2. Catch large ball thrown at knee height and above head with... 3. Catch large ball thrown away from body with... 4. Catch small ball thrown close to and away from body with...	• balance maintained throughout. • minimum wobble (control). • good posture (head up/back straight).	• Keep feet a shoulder width apart and bend knees. • Keep head up looking forward. • Use smooth, controlled movements by twisting body to catch the ball.	• opposite • thrown • knee height • posture

Expected at the end of upper KS2

On a line/low beam: 1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body with... 2. Strike small ball back to a partner with a racket with... 3. Strike a small ball back to a partner from across body with a racket with...	• balance maintained throughout. • minimum wobble (maintaining control of body). • good posture (head up/back straight).	• Keep feet a shoulder width apart and bend knees. • Keep head up looking forward. • Bend knees and maintain a 'ready' position.	• alternately • racket • partner • across body
On a line/low beam: 1. Throw and catch small ball, catching across body with either hand with... 2. Throw and catch 2 balls alternately, catching across body with either hand with... 3. Volley large ball back to a partner with either foot with...	• balance maintained throughout. • minimum wobble (control). • good posture (head up/back straight).	• Always try to keep centre of gravity over base of support. • Hold and adjust position when you have received or hit the ball. • Lower centre of gravity and widen base of support.	• either hand • gravity • evolley • widen

Static: Seated Balance

Progression of skills		Progression of knowledge	Progression of vocabulary
In a seated position: 1. Balance with both hands/ feet down with... 2. Balance with 1 hand/ 2 feet down with... 3. Balance with 2 hands/ 1 foot down with... 4. Balance with 1 hand/ 1 foot down with.. 5. Balance with 1 hand or 1 foot down with... 6. Balance with no hands or feet down with...	• hands/feet up for 10 seconds. • minimum wobble (control). • balance held without strain.	• Keep back straight. • Keep head up and still. • Keep tummy tight	• seated • balance • Wobble • position • touching • control
In a seated position: 1. Pick up a cone from one side, swap hands and place it on the other side. with... 2. Return the cone to the opposite side with...	• feet and hands off the floor throughout. • minimum wobble. • balance held without strain.	• Keep weight going through your bottom. • Keep tummy tight (core muscles) and back straight. • Keep head up and breathe throughout.	• cone • return • core • swap • opposite • muscles

Expectations by the end of KS1

In a seated position: 1. Pick up a cone from one side and place it on the other side with same hand with... 2. Return it to the opposite side using the other hand with... 3. Sit in a dish shape and hold it for 5 seconds with...	• feet and hands off the floor throughout • minimum wobble. • balance held without strain.	• Keep tummy tight (core muscles) and back straight. • Use arms to help maintain balance. • Keep head up and breathe throughout.	• dish • straight • shape • hold

Expectations by the end lower KS 2

In a seated position: 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with... 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with... 3. Hold a V-shape with straight arms and legs for 10 seconds with...	• feet and hands off the floor throughout • minimum wobble. • balance held without strain.	• Keep legs, back and arms straight. • Use smooth, controlled movements. • Keep core muscles tight.	arm's distance stability performance V-shape Repeatable strain

Expectations by the end of upper KS2

In a seated position: 1. Reach and pick up cones from in front, to the side and from behind with... 2. Reach and pick up cones from in front, to the side and from behind with eyes closed with... 3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force with... 4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force with..	• feet and hands off the floor throughout • minimum wobble. balance held without strain.	• Keep weight going through your bottom. • Use smooth, controlled movements. • Use legs and arms to help keep center of gravity steady and breathe smoothly.	• reach • force • apply • steady
In a seated position: 1. Reach and pick up cones on the floor whilst on a bench, without losing balance with... 2. Turn 360° in either direction, first on the floor then on a bench with... 3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds with... 4. Reach and pick up cones on the floor whilst on an uneven surface with...	• feet and hands off the floor throughout • minimum wobble. • balance held without strain.	• Lifting legs and arms just off the floor will help keep centre of gravity steady. • Focus on one point to keep your head still • Keep core muscles tight while breathing at the same time.	• 360° • losing balance • uneven surface

Jump and land

Progression of skills		**Progression of knowledge**	**Progression of Vocabulary**
Jump from 2 feet to 2 feet forwards, backwards and side- to-side with...	• good take off and height. • balance and control on landing. • soft landings.	• Bend knees on take-off and landing. • Keep feet a shoulder width apart. • Keep head up and land on balls of feet.	• width • take-off • balance • jump
1. Jump from 2 feet to 2 feet with quarter turn in both directions with... 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with...	• good take off and height. • balance and control on landing. • soft landings.	• Swing arms to help gain height and use them to help balance on landing. • Bend knees on take-off and landing. • Try to land softly without noise.	• swing • height • control • landing (soft)

Expected by the end of KS1

1. Jump from 2 feet to 2 feet with 180° turn in either direction with... 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction with...	• good take off and height. • balance and control on landing. • soft landings.	• Swing arms to help gain height and use them to help balance on landing. • Keep head up on landing. • Bend knees on landing.	• straight • dynamic • balls of feet • momentum

Expected by the end of Lower KS 2

1. Jump 2 feet to 2 feet forwards, backwards and side-to-side with... 2. Hop forward and backwards, freezing on landing with... 3. Jump 1 foot to other forwards and backwards, freezing on landing with... 4. Hop sideways, raising knee and freezing on landing with... 5. Jump 1 foot to other sideways, raising knee, freeze on landing with...	• good take off and height. • balance and control on landing. • soft and controlled landings.	• Swing arms to help gain height and use them to help balance on landing. • Bend knees on take-off and landing. • Land softly on balls of feet without noise, facing forward.	• Maintain • forwards • freeze • Backwards • side-to-side • maintain

Expectations by the end of KS 2

1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions) with... 2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions) with... 3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides) with...	• good take off and height. • balance and control on landing. • soft and controlled landings.	• Swing arms to help gain height and use them to help balance on landing. • Bend knees on take-off and landing and use arms to help you balance. • Keep centre of gravity over base of support on landing.	• vertical • stance • turn • tuck • lunge • beam • directions • raising • 180° - half turn • gravity
Jump from vertical stance forwards into lunge position while holding ball off centre (both sides) with... 2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides) with... 3. Jump 2 feet to 2 feet with 360° turn (in both directions) with...	• good take off and height. • balance and control on landing. • soft and controlled landings	• Swing arms to help gain height and use them to help balance on landing. • Pick a spot to focus on when you jump and turn. • Adjust centre of gravity to keep it over base of support when using the ball.	• Position • 360° - full turn • adjust • centre • spot

Co-ordination- Footwork

Progression of skills		Progression of knowledge	Progression of vocabulary
1. Side-step in both directions with... 2. Gallop, leading with either foot with... 3. Hop on either foot with... 4. Skip with...	• good control. • good balance. smooth movements.	• Keep head up. • Bend knees to help you balance. • Work off balls of feet.	• fluency • gallop • side-step • Control • hop • Skip • Directions • forwards • backwards
1. Combine side-steps with 180° front pivots off either foot with... 2. Combine side-steps with 180° reverse pivots off either foot with... 3. Skip with knee and opposite elbow at 90° angle with... 4. Hopscotch forwards and backwards, hopping on the same leg (right and left) with...	• balance and control throughout. • fluent, smooth movements • movements performed in both directions/on both sides.	• Keep head up and back straight. • Work off balls of feet looking straight ahead. • Bend knees to push off and land.	• 180°- half turn • combine • opposite • half turn • pivot • elbow • hopscotch • 90° - quarter turn

Expected by the end of KS 1

1. Hopscotch forwards and backwards, alternating hopping leg each time with... 2. Move in a 3-step zigzag pattern forwards with... 3. Move in a 3-step zigzag pattern backwards with...	• balance and control throughout. • fluent and smooth movements. • movements performed in both directions/on both sides.	• Keep head up and back straight. • Work off balls of feet and increase speed when ready. Bend knees and use arms to help you balance.	• alternating • pattern • 3 step • Speed • zigzag • increase

Expected by lower KS2

1.Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg with... 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with... 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with...	• smooth, controlled movements. • fluency and rhythm. movements performed in both directions/on both sides.	• Keep head up and back straight throughout. • Keep feet close to the ground as you move. • Bend knees and use arms to help you balance.	• knee raise • fluent • consistent • maximum speed • Rhythm • perform • across

Expected by the end of KS 2

1. Move in 3-step zigzag pattern while alternating knee raise and foot behind with... 2. Move backwards in 3-step zigzag pattern with cross-over (swerve) with... 3. Move backwards in 3-step zigzag pattern with knee raise across body with...	• smooth, controlled movements. • fluency and rhythm. movements performed in both directions/on both sides.	• Keep head up and back straight throughout. • Try to develop a good rhythm and perform the movements smoothly and with control. • Bend knees and use arms to help you balance.	• alternative • controlled • smooth • swerve
1. Move backwards in 3-step zigzag pattern with foot behind with... 2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind with...	• smooth, controlled movements. • fluency and rhythm. • movements performed in both directions/on both sides.	• Keep head up and back straight throughout. • Try to develop a good rhythm and perform the movements smoothly and with control. • Focus on keeping feet close to the ground as you move.	• practice (noun) • encouragement

Static balance- Floor work

Progression of skills		**Progression of Knowledge**	**Progression of Vocabulary**
1. Hold mini-front support position with... 2. Reach round and point to ceiling with either hand in mini-front support with...	• balance maintained throughout. • correct position held. • control when changing balance/ position.	• Keep back straight and tummy tight. • Keep knees in line with hips. • Complete this slowly.	• mini-front support • position • reach round • hold
1. Place cone on back and take it off with other hand in mini-front support with... 2. Hold mini-back support position with... 3. Place cone on tummy and take it off with other hand in mini-back support with...	• balance maintained throughout. • correct position held by keeping back straight. • control when changing balance/position.	• Keep hands in line with shoulders and knees in line with hips (mini-front support). • Keep hands in line with shoulders and knees in line with hips (mini-back support). • Point fingers towards feet in the mini-back support.	• cone • mini-back support • maintain • tummy • balance

Expected by the end of KS1

1. Hold full front support position with... 2. Lift 1 arm and point to the ceiling with either hand in front support with... 3. Transfer cone on and off back in front support with...	• balance maintained throughout. • correct position held by keeping back straight. • control when changing balance/position.	• Keep back straight and flat. • Keep legs straight and stretched out. • Keep hands in line with shoulders and complete slowly	• full front support position • point • transfer

Expected by the end of lower KS 2

1. Transfer tennis ball on and off back in a front support with... 2. Transfer cone on and off tummy in back support with... 3. Transfer tennis ball on and off tummy in back support with...	• good posture straight back. • balance held without strain. • control while transferring objects.	• Keep back straight and flat/ tummy up. • Keep legs straight and stretched out and breathe slowly. • Keep core muscles tight and posture aligned.	• back support • strain • control • posture • stretched

Expected by the end of Upper KS 2

1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back with... 2. Rotate fluently from front support to back support, and then continue rotating with fluency with...	• good posture (straight back). • balance held without strain. • control while rotating	• Keep back straight and flat (front support)/tummy up (back support). • Keep hands in line with shoulders and legs straight and stretched out. • Rotate slowly and with control.	• fluently • rotating • contact
1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with... 2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed with...	• good posture maintained. • balance held without strain. • control while transferring objects with eyes closed.	• Keep hands in line with shoulders, and back straight and flat. • Keep legs straight and stretched out. • Perform movements slowly and with control.	• 1 foot in contact • transferring