

## Progression in gymnastics (years 3 – 6)

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I am beginning to hold a balance.	I can hold a balance for a few seconds.	I can hold a balance for 5 seconds.	I can hold a balance for 5 seconds being completely still.
I am beginning to be able to extend my fingers and toes to create almost straight lines.	I can extend my fingers and toes to create almost straight lines.	I can extend my fingers and toes to create straight lines.	I can extend my fingers and toes to create straight lines in balances and transition between balances.
I am beginning to perform tuck jumps, pencil jumps and star jumps.	I can perform a range of jumps with increasing accuracy.	I can perform a range of jumps and rolls with accuracy and precision.	I can include a range of jumps and rolls within a performance.
I am beginning to be able to perform balances at different levels (floor, mid and on apparatus).	I can perform balances at different levels (floor, mid and on apparatus).	I can perform combinations of balances using actions and agilities that show a clear change of speed, level and direction.	I can perform fluently and with control, even when performing difficult combinations.
I am beginning to perform different rolls (pencil roll and teddy bear roll).	I can perform different rolls with increasing accuracy (pencil, teddy bear and forward roll).	I can perform actions, shapes and balances almost clearly, consistently and fluently, with good body tension.	I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension.
I am beginning to perform 2-point and 3-point balances.	I can perform 2, 3 and 4-point balances.	I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.	I can perform combinations of balances using actions and agilities that show a clear change of speed, level and direction.
I can show control when moving from balance to balance	I am beginning to perform counter balances (with a partner).	I can add counter balances into a short routine.	I can use planned variations and contrasts in actions and speed in their sequences.

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I can create a short routine using different levels and speeds.	I can create a short routine using different levels and speeds.	I can adapt sequences to work with a small group.	I can adapt sequences to work with a larger group.
I can say what I like and dislike about my performance and others.	I am beginning to be able to give feedback on my own and other's performances.	I am increasingly able to give feedback on my own and other's performances.	I can vary direction, levels and pathways, to improve the look of a sequence.
I can use other people's opinions to help make my performance better.	I am beginning to use constructive criticism to improve my performance.	I am increasingly able to use constructive criticism to improve my performance.	I can give feedback on my own and other's performances.
			I can use constructive criticism to improve my performance.