



THE ARUN VILLAGES FEDERATION

Enabling every child to thrive and succeed

Threshold Concepts Attainment Map in Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills in Gymnastics (General)						
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Move with control</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with control and an awareness of equipment, other people & space.</p>	<p>Compose a movement sequence independently and with others.</p> <p>Link combinations of actions, including changes of direction, speed or level.</p> <p>Practise and improve actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Use equipment to vault.</p> <p>Create challenging body shapes while holding balances with control</p> <p>Show flexibility in movements</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use a range of actions, directions, speed & levels in sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Balance, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Use recognised techniques when travelling, balancing and using equipment.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>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.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Create their own complex sequences involving the full range of actions and movements:</p> <p>travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength and flexibility throughout performances</p>

The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group.
 Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

Rolls						
Curled side roll (egg roll)	Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
Log roll (pencil roll)	Curled side roll (egg roll)	Curled side roll (egg roll)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll
Teddy bear roll	(controlled)	(controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
	Teddy bear roll (controlled)	Teddy bear roll (controlled)		Backward roll to straddle	Tucked backward roll	Dive forward roll
		Rocking for forward roll			Backward roll to straddle	Tucked backward roll
		Crouched forward roll				Backward roll to straddle
						Backward roll to standing pike
						Pike backward roll
Jumps						
Straight Jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
Tuck Jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump
Jumping Jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack
Half turn	Half turn	Half turn	Star jump	Star jump	Star jump	Star jump
	Cat spring	Cat spring	Straddle jump	Straddle jump	Straddle jump	Straddle jump
		Cat spring to straddle	Pike jump	Pike jump	Pike jump	Pike jump
			Straight jump	Straight half turn	Stag jump	Stag jump
			Cat leap	Straight full turn	Straight half turn	Straight half turn
				Cat leap	Straight full turn	Straight full turn
				Cat leap half turn	Cat leap half turn	Cat leap
					Split leap	Cal leap half turn
						Cat leap full turn
						Split leap
						Stag leap
Vault						
	Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard
		Straight jump off springboard	Squat on vault	Squat on vault	Squat on vault	Squat on vault
		Tuck jump off springboard	Star jump off	Star jump off	Star jump off	Star jump off
			Tuck jump off	Tuck jump off	Tuck jump off	Tuck jump off
			Straddle jump off	Straddle jump off	Straddle jump off	Straddle jump off
			Pike jump off	Pike jump off	Pike jump off	Pike jump off
				Squat through vault	Squat through vault	Squat through vault
						Straddle over vault

Handstands, cartwheels and round-offs						
Bunny hop	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 round-off	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	Tiptoe, step, jump and hop Hopscotch Skipping Galoping	Tiptoe, step, jump and hop Hopscotch Skipping Galoping 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 Pivot
Shapes & Balances						
Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balance 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 Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support