Gymnastics Curriculum Objectives- EYFS to Year 2

Progression and continuity in travelling, flight/transfer of weight, balancing, shapes, rotation, apparatus and sequencing

Curriculum rationale: Gymnastics is used as a practical context for meeting statutory physical-development and PE expectations. The progression moves from exploration and control in EYFS, to increasingly accurate, coordinated and linked actions in Years 1 and 2. Children repeatedly revisit core skills while increasing the challenge through direction, level, speed, body shape, apparatus, relationships and sequence length.

Aspect	EYFS- Reception	Year 1	Year 2
Travelling & spatial awareness	Explore and confidently use a range of ways of travelling: walk, run, jump, hop, skip, crawl, creep, slither and move on different body parts. Change direction, speed and level. Negotiate space and obstacles safely, considering others.	Travel in different directions, pathways and levels with increasing control. Use a range of locomotor actions, including walking, running, hopping, skipping, jumping and crawling. Move around, over, under and through apparatus safely. Begin to vary speed and use space effectively.	Travel with greater fluency, precision and control. Combine travelling actions and change direction, level, speed and pathway on teacher command or within a sequence. Use apparatus to extend pathways and create contrasting movements.
Shapes, body tension & posture	Make and hold simple wide, narrow, curled and stretched shapes. Explore symmetrical/asymmetrical shapes and recognise high/low positions. Develop core strength, stability and body control.	Perform and hold clear shapes such as star, tuck, straddle, pike, straight and dish. Show good body tension and pointed toes where appropriate. Move between shapes with control.	Use a wider range of shapes and combine them with travel, balances and rotation. Demonstrate consistent body tension, extension and control. Make deliberate contrasts in shape, level and direction.
Balancing	Balance on large and small body parts, including hands and feet, and hold a position briefly. Explore balances on the floor and low apparatus.	Balance on different body parts and on apparatus at different levels. Hold still positions with control. Begin to transfer weight from one body part to another. Begin to balance with a partner.	Perform balances using different bases of support and levels, including front, back and side supports. Maintain stillness and control. Create partner balances. Link balances within sequences.
Jumps, flight & landings	Explore jumping from two feet and one foot; jump forwards, backwards and sideways. Develop safe, controlled landings with bent knees. Jump over low obstacles and explore changes of level.	Jump from two feet and one foot; explore straight, tuck and star jumps. Jump over/onto low apparatus where appropriate and land with control and balance. Begin to link a jump with travel or a balance.	Vary take-off, flight shape, direction and landing. Combine jumps with travelling, turns and balances. Demonstrate controlled, quiet landings with stable finishing positions.
Rotation & rolling	Explore turning, twisting and rolling in different ways: pencil, egg, and log-style rolls. Develop awareness of body shape and safe stopping.	Perform controlled pencil, egg, teddy bear and log rolls. Begin to combine a roll with a jump, balance or travel.	Perform a wider range of rolls with increasing control and fluency, including forward roll preparation/appropriate progressions where securely taught. Link rotation to other actions and use changes of direction and level.
Transfer of weight	Explore moving weight between hands, feet, knees, back and other body parts. Use simple balances, rocking and changes of support.	Transfer weight from one body part to another. Take weight on hands with appropriate support.	Transfer weight smoothly between different body parts and bases of support. Use weight transfer to enter/exit balances, travel, rotate and create more complex linked actions.
Apparatus & equipment	Explore apparatus safely: benches, mats, hoops, low platforms and blocks. Travel over, under, around and through equipment with adult guidance. Understand simple safety rules.	Use apparatus to travel, balance, jump and change level. Follow safety instructions, use space responsibly and begin to choose apparatus to support a movement idea.	Select and arrange apparatus safely to create pathways, levels and challenges. Combine apparatus with travelling, balances, jumps and rotation. Explain how equipment can make a sequence more effective.
Sequences, linking & composition	Copy and create short movement phrases using 2–4 actions. Repeat actions and make simple changes in level, direction and speed. Perform for others with growing confidence.	Link 3–5 actions, including travel, shape, balance, jump and/or roll. Start and finish in controlled positions. Repeat a sequence with increasing consistency and respond to simple feedback.	Compose and perform longer sequences using a range of actions, changes of level/direction/speed and clear transitions. Include contrasting shapes and at least one balance and flight/rotation action. Refine and perform with confidence.
Partner / group work	Work alongside others, take turns, share space and respond to simple movement cues. Explore mirroring and matching.	Work with a partner to copy, mirror, match and create simple balances or linked actions.	Create and perform partner/group sequences using matching, mirroring, contrasting and shared balances.

		Take turns and give simple positive feedback.	Communicate, cooperate and refine performance together.
Evaluation, vocabulary & independence	Talk about movement using simple words such as high/low, fast/slow, big/small, still/moving. Identify what they enjoyed and what they want to try next.	Use simple gymnastics vocabulary: balance, travel, jump, roll, shape, level, direction, pathway. Identify one strength and one improvement with support.	Describe and evaluate performance using increasingly precise vocabulary: control, tension, extension, level, direction, pathway, transition, symmetry/asymmetry. Suggest and make a specific improvement.

Suggested progression model for teachers

Stage	Core progression	What this means in practice
EYFS	Explore → repeat → control	Children develop confidence, body awareness, safe movement and a broad movement vocabulary through play and adult-guided challenges.
Year 1	Control → link → perform	Children make named actions more accurate, link a small number of actions and begin to use apparatus and partners purposefully.
Year 2	Select → compose → refine	Children select appropriate actions, create coherent sequences, improve transitions and evaluate/refine performance.