



1. BACKWARD ROLL (FLOOR)

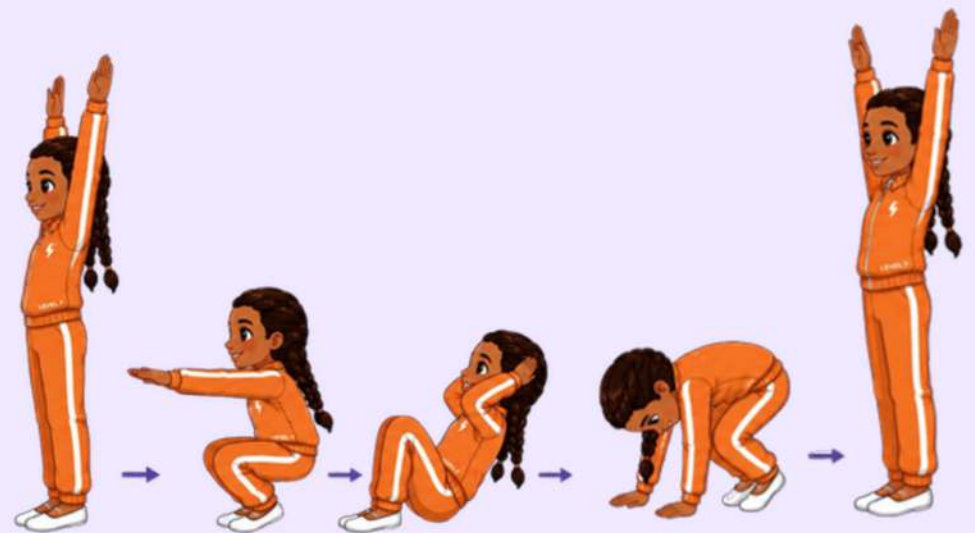
Gymnasts should perform a backward roll from standing to a squat or seated position, rolling smoothly over their shoulders to finish in a controlled standing or squat position. Coaches should look for a tight tuck shape (knees in, chin tucked), correct hand placement by the ears, and a rounded back to allow a smooth rolling action. The gymnast should push through their hands to support the roll and demonstrate control throughout, finishing balanced without unnecessary movement.

REDUCE THE CHALLENGE

Gymnasts can practise rocking backwards first or perform the roll down a slope or wedge to assist momentum. Coaches can provide support through the movement or guide hand placement.

INCREASE THE CHALLENGE

Gymnasts can link multiple backward rolls together, or perform the roll with greater control and speed. Adding it into a sequence, obstacle course, or turning it into a relay or game can increase engagement.



2. ARABESQUE BALANCE ON ONE LEG

Gymnasts should balance on one leg while extending the other leg straight behind them into an arabesque position. Coaches should look for a straight supporting leg, the back leg lifted and straight, and a controlled forward lean of the upper body. Arms should be used effectively for balance, and the gymnast should demonstrate good posture, control, and the ability to hold the position steadily without wobbling.

REDUCE THE CHALLENGE

Gymnasts can lift the back leg only slightly. They can practise holding a block, bar or with light support, and hold the balance for a shorter amount of time while building confidence and control.

INCREASE THE CHALLENGE

Gymnasts can lift the back leg higher, or hold the balance for longer. They could also perform the balance on a beam or add arm movements, or turn it into a game such as “who can hold the highest arabesque” or “freeze balance challenge.”





3. TUCK JUMP ½

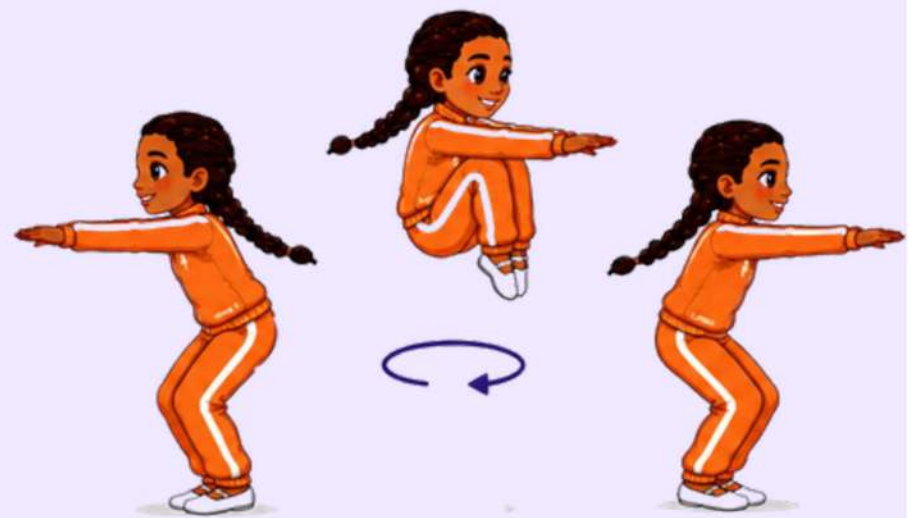
Gymnasts should perform a tuck jump from two feet, swinging their arms to their ears on take-off before lifting their knees towards their chest into a tight tuck position. As they complete a controlled half turn (180°) in the air, their arms should move in front of the body to assist the rotation. They should land facing the opposite direction on two feet in a stable, controlled position. Coaches should look for a strong take-off, a clear tuck shape with knees lifted towards the chest, controlled arm action throughout the skill, and a balanced landing.

REDUCE THE CHALLENGE

Gymnasts can practise tuck jumps without a turn first, then progress to a quarter turn before building up to a half turn. Slowing the movement down and focusing on the landing can also support confidence and technique.

INCREASE THE CHALLENGE

Gymnasts can aim to land exactly facing a marker or line to improve accuracy of the turn. They could perform the jump to different directions called out by the coach (e.g. “turn left/right”).



4. STRETCH JUMP 1/1

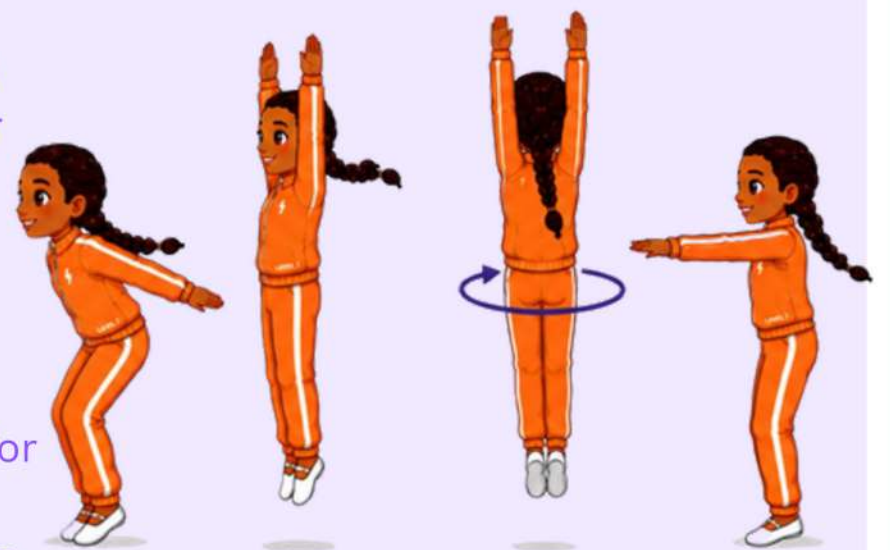
Gymnasts should perform a stretch jump, taking off with two feet and completing a full turn (360°) in the air before landing facing the same direction. Coaches should look for a strong, controlled take-off, a straight body shape in the air (legs together, toes pointed), and effective use of arms to initiate and control the rotation. The gymnast should maintain good posture throughout and finish with a controlled landing.

REDUCE THE CHALLENGE

Gymnasts can practise straight jumps first, then progress to a half turn before attempting a full turn. Marking the floor or using a visual target can help with orientation, and slowing the movement down can support control and confidence.

INCREASE THE CHALLENGE

Gymnasts can aim to land exactly back on a marked spot or line to improve accuracy. They could also hold their landing for longer, or respond to directions (e.g. turning on command). Adding challenges such as “stick and freeze” or combining the jump into a short sequence can increase engagement.





5. HEADSTAND AGAINST A BLOCK

Gymnasts should perform a headstand using a block for support, placing their head and hands on the floor in a stable tripod/triangle position and lifting their legs up with control. Coaches should look for correct hand and head placement (forming a strong base), straight legs together, engaged core, and controlled alignment through the body. The gymnast should demonstrate balance, stability, and the ability to hold the position safely with the support of the block.

REDUCE THE CHALLENGE

They can also practise the tripod position without lifting the legs fully, or receive guidance to ensure correct positioning. They can also do their headstand in a tucked position.

INCREASE THE CHALLENGE

Gymnasts can hold the position for longer or with minimal reliance on the block or lightly move away from the block while maintaining balance. Adding challenges such as “hold for a count” or shape changes can increase engagement.



6. VAULT - RUN AND TUCK JUMP FROM SPRINGBOARD (SAFETY LANDING)

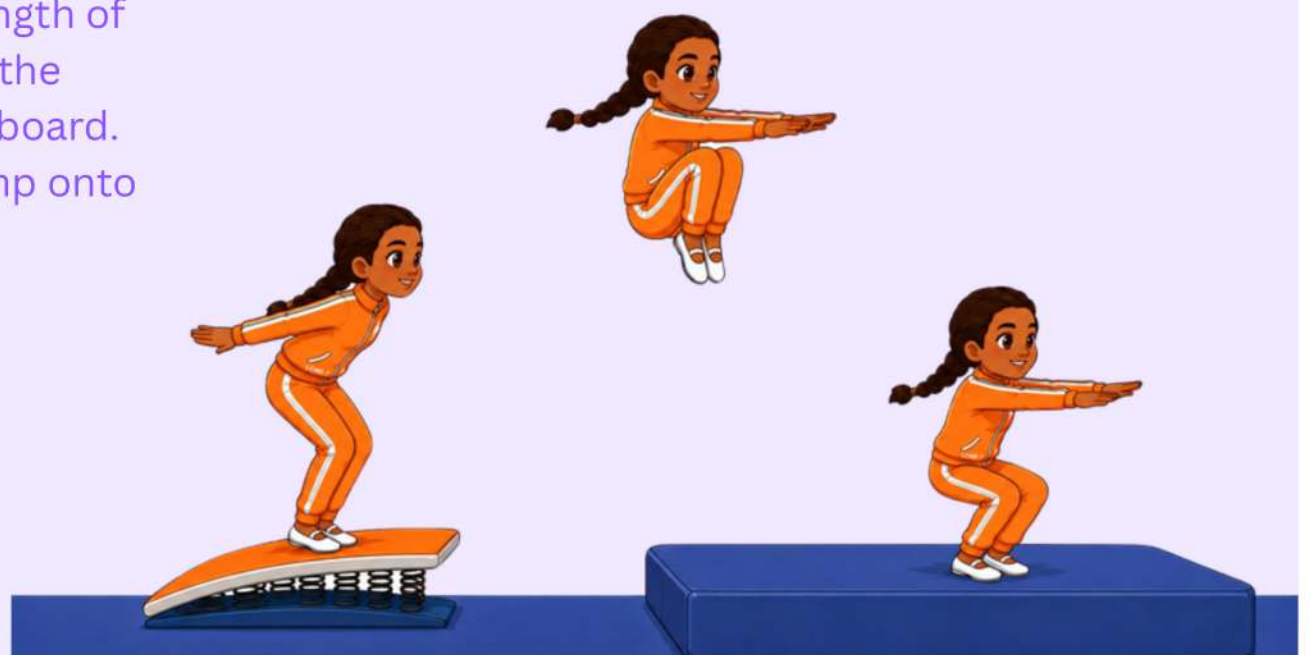
Gymnasts should perform a controlled run-up, jump from one foot to two feet onto the springboard, and complete a tuck jump before landing safely on the mat. Coaches should look for a consistent run, a strong two-footed take-off from the board, and a clear tuck shape in the air (knees lifting towards the chest, body compact). On landing, the gymnast should bend their knees to absorb impact, keep their chest upright, and finish in a stable safety stop without extra steps.

REDUCE THE CHALLENGE

Gymnasts can reduce the speed or length of the run-up, or practise tuck jumps on the floor before progressing to the springboard. Coaches can separate the run and jump onto the springboard and tuck jump.

INCREASE THE CHALLENGE

Gymnasts can aim for greater height and a tighter tuck shape, or focus on “sticking” the landing with no movement. They could also try landing on a marked target.





7. VAULT - RUN AND STAR JUMP FROM SPRINGBOARD (SAFETY LANDING)

Gymnasts should perform a controlled run-up, jump from one foot two feet onto the springboard, and complete a star jump before landing safely on the mat. Coaches should look for a consistent run, a strong two-footed take-off from the board, and a clear star shape in the air (arms and legs fully extended out to the sides). Finishing in a safe landing position.

REDUCE THE CHALLENGE

Gymnasts can reduce the speed or length of the run-up, or practise star jumps on the floor before progressing to the springboard. Coaches can separate the run and jump onto the springboard and star jump.

INCREASE THE CHALLENGE

Gymnasts can aim for greater height and a bigger star shape, or focus on “sticking” the landing with no movement.



8. VAULT - FROM STANDING TUCK ONTO LOW BLOCK - STRETCH JUMP OFF

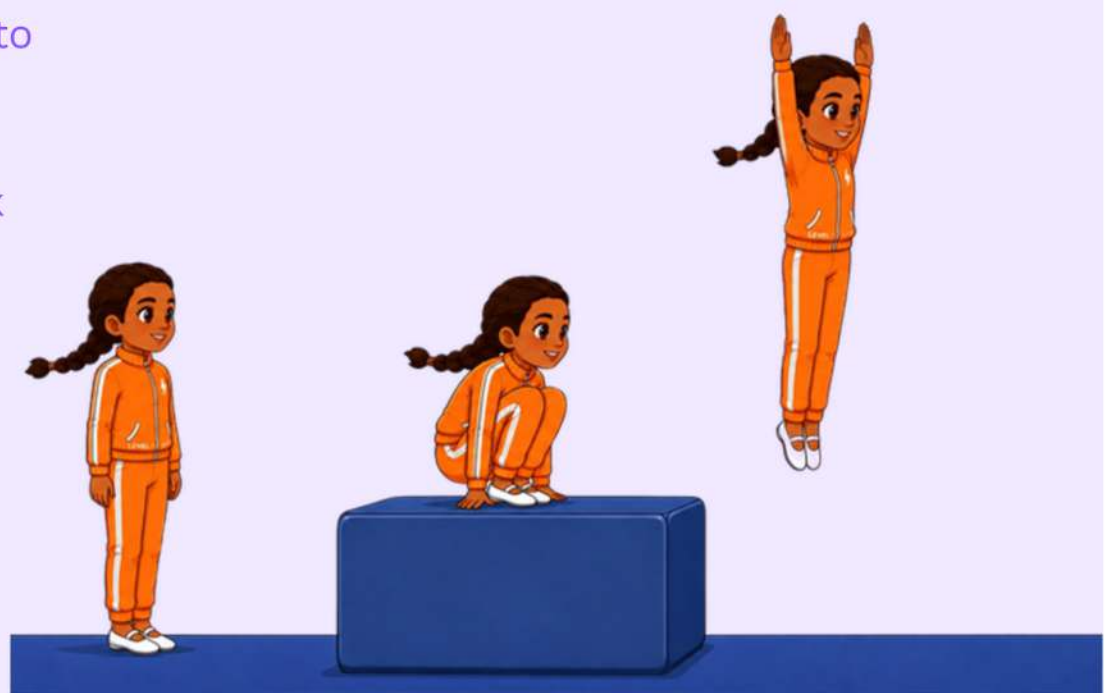
Gymnasts should start from a standing position in front of a low block, place their hands on the block, and jump to bring both feet up into a tucked position onto the block. From there, they should immediately perform a stretch jump off the block, landing on the floor in a controlled safety position. Coaches should look for strong hand placement, both feet tucking onto the block at the same time, followed by a balanced take-off into a straight jump. The gymnast should show a clear stretch shape in the air and finish with a controlled, stable landing.

REDUCE THE CHALLENGE

Gymnasts can pause after bringing their feet onto the block before performing the stretch jump. A lower block or additional support can be used, and they can practise each part separately (tuck on, then jump off) before linking them together.

INCREASE THE CHALLENGE

Gymnasts can aim to connect the movement smoothly with no pause, increase the height or sharpness of the stretch jump, or hold their landing for longer. vary arm positions in the jump, or respond to cues (e.g. “quick jump off”) to develop coordination and timing.





9. BEAM - STAR JUMP FROM LOW BEAM OR BENCH TO SAFETY STOP

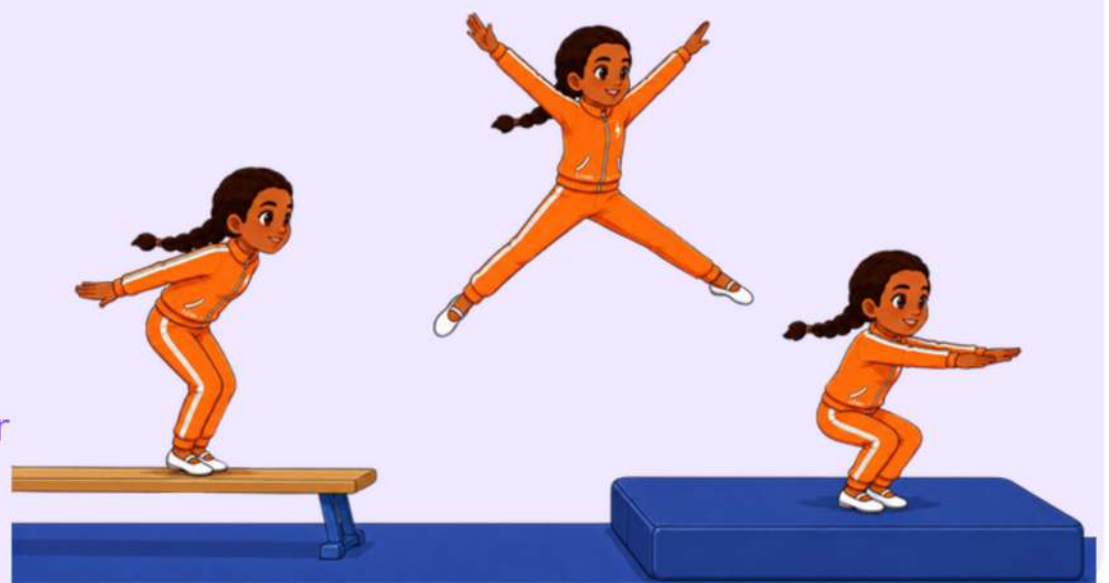
Gymnasts should perform a star jump from a low beam or bench, taking off with two feet and opening their arms and legs out to the sides in the air, before landing on the floor in a controlled safety stop. Coaches should look for a balanced take-off, a clear star shape in the air (arms and legs fully extended), and a controlled landing with bent knees, chest upright, and good balance. The gymnast should demonstrate confidence, coordination, and a stable finish without extra steps.

REDUCE THE CHALLENGE

To make this easier, gymnasts can practise the star shape on the floor. Using a lower surface or softer landing area can help build confidence, and they can pause before jumping to ensure control.

REDUCE THE CHALLENGE

gymnasts can aim for greater height and a bigger star shape, or hold their landing for longer. They could also aim to land on a target



10. BARS - GERMAN HANG (ASSISTED)

The gymnast lifts their knees to a tucked position, then elevates their hips, whilst tucking through the bar, the body lowers through their arms. They should keep control of the position and only lower as far as they can safely manage without discomfort. The coach should look for straight arms, controlled movement and good body tension. The gymnast should not force the position, and there should be no pain through the shoulders, elbows or wrists. This skill should only be practised with coach support and suitable equipment.

REDUCE THE CHALLENGE

Start with a supported version, keeping the feet on the floor or a block. The gymnast can practise gently lowering into the shape with the coach helping to control the movement.

INCREASE THE CHALLENGE

Ask the gymnast to hold the shape for a few seconds with control, or move in and out of the position smoothly. To make it more challenging, they can link it with another bar shape, but only if they have the strength and shoulder flexibility to do so safely.

