

Gymnastics Knowledge Organiser

Year: 4					
Term: Spring 1					
Background information for teachers and pupils					
<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>					
National Curriculum Aims					
<ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and across a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 					
Key Knowledge					
Progression of skills					
	Shapes	Inverted movements	Balances	Rolls	Jumps
Year 6	Combine and perform gymnastic shapes more fluently and effectively.	Develop control in progressions of a cartwheel and a headstand.	Explore counter balances and counter tension balances.	Develop fluency and consistency in the straddle, forward and backward roll.	Combine and perform a range of gymnastic jumps more fluently and effectively.
Year 5	Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.	Explore progressions of a cartwheel.	Explore symmetrical and asymmetrical balances.	Develop control and fluency in the straight, barrel, forward, straddle and backward roll.	Select a range of jumps to include in sequence work.
Year 4	Develop the range of shapes they use in their sequences.	Develop strength in bridge and shoulder stand.	Develop control and fluency in individual and partner balances.	Develop the straight, barrel, forward and straddle roll and perform with increased control.	Develop control in performing and landing rotation jumps.
Year 3	Explore matching and contrasting shapes.		Explore point and patch balances and transition smoothly into and out of them.	Develop the straight, barrel, and forward roll.	Develop stepping into shape jumps with control.
Year 2	Explore using shapes in different gymnastic balances.		Remember, repeat and link combinations of gymnastic balances.	Explore barrel, straight and forward roll and put into sequence work.	Explore shape jumps and take off combinations.
Year 1	Explore basic and still shapes straight, tuck, straddle, pike.		Perform balances making their body tense, stretched and curled.	Explore barrel, straight and forward roll progressions.	Explore shape jumps including jumping off low apparatus.
EYFS	Show contrast with their bodies including wide/narrow, straight/curved		Explore shapes in stillness using different parts of their bodies.	Explore rocking and rolling.	Explore jumping safely.

Whole child Skills			
Physical	Social	Emotional	Thinking
<ul style="list-style-type: none"> • Individual and partner balances • Jumps using rotation • Straight roll • Barrel roll • Forward roll • Straddle roll • Bridge • Shoulder stand 	<ul style="list-style-type: none"> • Responsibility • Collaboration • Communication • Respect • 	<ul style="list-style-type: none"> • Confidence 	<ul style="list-style-type: none"> • Observing and providing feedback • Selecting and applying actions • Evaluating and improving sequences
<u>Links to other National Curriculum subjects</u>			
<u>English</u>			
<ul style="list-style-type: none"> • Learning of key vocabulary - Extension, body tension, inversion, pathways • Understand and safely follow instructions • Structuring and providing feedback to others 			
<u>Maths</u>			
<ul style="list-style-type: none"> • Learning degrees of rotation through jumps • Creating and understanding of inversion through shoulder stands and bridges 			
<u>Key Vocabulary</u>			
Prior vocabulary – flow, explore, create, matching, interesting, control, contrasting			
New vocabulary – technique, quality, apparatus, perform, extension, inverted			
<u>Teacher Glossary</u>			
Shapes	Tuck, pike, straddle, dish, arch, star, front support, back support.		
Action	The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance or roll.		
Inverted Movement	An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.		
Pathway	Designs traced in space (on the floor or in the air).		
Sequence	A number of actions linked together.		
Body tension	Squeezing muscles to help to stay strong when performing actions. Having a good body tension improves the quality of an action.		
<u>Ways to improve a sequence</u>			
<ul style="list-style-type: none"> • Use a variety of levels. Can you explore that balance, shape and jump on a different level? • Include a variety of actions such as a jump, balance, travel and shape. • Hold your balances with good extension and clear shapes for 3-5 seconds. • Body tension: Squeeze your muscles to create and hold strong clear shapes. • Vary the direction used within a sequence e.g. forwards, backwards and sideways. • Vary the speed used within a sequence e.g. fast and slow. • Change the path that is used e.g. straight, L shaped, diagonal etc. 			
Health and safety			
For gymnastic activities, pupils should remove shoes and socks.			
Please refer to the following gymnastic guidelines:			
<u>Safely Moving Apparatus</u>			
<u>Safely Using Apparatus</u>			
<u>Rolls</u>			
<u>Safety in Partner and Group Balances</u>			
<u>Stretches for Gymnastics</u>			
Remind children to:			
<ul style="list-style-type: none"> • Remove any jewellery before the lesson. • Tie long hair back. • Wear suitable clothing for PE to school. 			

GetSet4PE Gymnastics Scheme Overview
Year 4

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To develop individual and partner balances.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Strong body tension will help you to hold balances with increased control. 	<p>Social: To work safely when learning a skill.</p> <p>Emotional: To be confident to perform in front of others.</p> <p>Thinking: To identify what makes a good balance and use this to help me improve my balances.</p>	<p>Mats x 15</p> <p>Download resources: Partner balances Safety in partner and group balances</p>
2	<p>LO: To develop control in performing and landing rotation jumps.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Bend your knees when landing. Land using a landing position with arms straight ahead. Look forward to help maintain balance. 	<p>Social: To work safely with and around others.</p> <p>Emotional: To try my best in the tasks I am set.</p> <p>Thinking: To observe others and provide feedback on their performances.</p>	<p>Base Stations x 15 Mats x 15 Basic shapes document Download videos: Straight Jump</p> <p>Optional Agility table</p>
3	<p>LO: To develop the straight, barrel, forward and straddle roll.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Keep good body tension throughout your roll. 	<p>Social: To be kind when structuring my feedback.</p> <p>Emotional: To be confident to receive feedback.</p> <p>Thinking: To plan and create sequences.</p>	<p>Mats x 15</p> <p>Download videos: Barrel Roll Forward Roll Straddle Roll Straight Roll</p> <p>Rolls document Optional Springboard</p>
4	<p>LO: To develop the straight, barrel, forward and straddle roll.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Think where the momentum is coming from for each roll and remember to use it e.g. legs in a forward roll and stomach in a straight roll. 	<p>Social: To work safely with and around others.</p> <p>Emotional: To persevere when developing a skill.</p> <p>Thinking: To understand what momentum is and how it helps me to roll.</p>	<p>Mats x 15 Agility table x1 Benches x1 Springboard</p> <p>Download videos Barrel Roll Forward Roll Straddle Roll</p>
5	<p>LO: To develop strength in inverted movements.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Use body tension to improve the control of your movements. 	<p>Social: To work with a partner to create and perform a sequence.</p> <p>Emotional: To try my best.</p> <p>Thinking: To observe others and provide feedback on their performances.</p>	<p>Mats x 15</p> <p>Download: Stretches for gymnastics</p>
6	<p>LO: To be able to create a partner sequence to include apparatus.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Make the performance interesting by using different shapes, levels and pathways. Use a starting and finishing position. 	<p>Social: To discuss, plan and create a partner sequence.</p> <p>Emotional: To be confident to perform in front of others.</p> <p>Thinking: To observe others and provide feedback on their performances.</p>	<p>Mats x 10</p> <p>Apparatus set ups KS2 document</p> <p>Agility table Benches Climbing frame Springboard</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks2/gymnastics?years=1003>

