

Gymnastics Knowledge Organiser

Year: 6					
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 use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>					
Key Knowledge					
<u>National Curriculum Aims:</u>					
<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"> • Straddle roll • Forward roll • Backward roll • Counter balance • Counter tension • Bridge • Shoulder stand • Handstand • Vault 	<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

Links to other National Curriculum subjects

English

- Learning of key vocabulary - inversion, symmetrical, asymmetrical, aesthetics, synchronisation.
- Understand and safely follow instructions
- Structuring and providing feedback to others
- Reading and understanding resource cards

Maths

- Learning degrees of rotation through jumps
- Creating and understanding of inversion through shoulder stands, bridges and cartwheels
- Mirroring and matching movements
- Creating symmetrical and asymmetrical shapes

Science

- Developing an understanding of momentum and how it helps to build force and enable rolls
- Learning the names of muscles in body tension exercises

Key Vocabulary

Prior vocabulary – symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression

New vocabulary – formation, momentum, counter balance, fluently, counter tension, stability

Teacher Glossary

Counter balance	A balance where a person uses another person's weight to stay balanced by pushing against him or her.
Counter tension	A balance where a person uses another person's weight to stay balanced by pulling away from them.
Pathway	Designs traced in space (on the floor or in the air).
Inverted Movement	An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
Canon	When performers complete the same physical action one after the other.
Synchronisation	When performers complete the same physical action at the same time.
Formation	Where you are in the space in relation to others.

Ways to improve a sequence

- 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.
- **Timing:** Use canon and synchronisation in the performance.

Health and safety

For gymnastic activities, pupils should remove shoes and socks.

Please refer to the following gymnastic guidelines:

[Safely Moving Apparatus](#)

[Safely Using Apparatus](#)

[Rolls](#)

[Safety in Partner and Group Balances](#)

[Stretches for Gymnastics](#)

Remind children to:

- Remove any jewellery before the lesson.
- Tie long hair back.
- Wear suitable clothing for PE to school.

GetSet4PE Gymnastics Scheme Overview
Year 6

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To be able to develop the straddle, forward and backward roll.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Use momentum to help you to roll. •Use strong body tension to keep your shape in the straddle roll. 	<p>Social: To work safely with others.</p> <p>Emotional: To use learning cards to help me to learn independently.</p> <p>Thinking: To observe my partners roll and provide them with feedback on how to improve.</p>	<p>Mats x 15</p> <p>Download videos:</p> <p>Backward roll</p> <p>Forward roll</p> <p>Forward roll to seated shapes</p> <p>Forward roll to standing shapes</p> <p>Straddle roll</p> <p>Documents:</p> <p>Basic shapes</p> <p>Forward roll progressions</p> <p>Backward roll progressions</p>
2	<p>LO: To develop counter balance and counter tension.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Move slowly into and out of the balances. •Use body tension to create clear shapes and stable balances. 	<p>Social: To collaborate with a partner to create balances.</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 documents:</p> <p>Counter balance</p> <p>Counter tension</p> <p>Safety in partner and group balances</p> <p>Stretches for gymnastics</p>
3	<p>LO: To be able to perform inverted movements with control.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Squeeze your core muscles for strong body tension and stability. 	<p>Social: To work collaboratively to build trust with my partner.</p> <p>Emotional: To be confident to try and learn new skills.</p> <p>Thinking: To understand what inverted movements are.</p>	<p>Mats x 15</p> <p>Download Videos:</p> <p>Bridge</p> <p>Handstand</p> <p>Shoulder stand</p> <p>Download documents:</p> <p>Bridge</p> <p>Handstand progressions</p> <p>Shoulder stand</p> <p>Optional:</p> <p>Benches</p>
4	<p>LO: To be able to perform the progressions of a headstand and a cartwheel.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Use body tension and a good base of support to help you control your inverted movements. 	<p>Social: To work safely with a partner when learning a new skill.</p> <p>Emotional: To try my best.</p> <p>Thinking: To select actions that help my sequence to flow.</p>	<p>Mats x 15</p> <p>Benches x1</p> <p>Download videos</p> <p>Cartwheel</p> <p>Headstand</p> <p>Download document:</p> <p>Headstand progressions</p> <p>Optional:</p> <p>Base stations</p>
5	<p>LO: To be able to use flight from hands to travel over apparatus.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Place your hands on the apparatus first, then your feet. 	<p>Social: To work safely with and around others.</p> <p>Emotional: To challenge myself to try new skills.</p> <p>Thinking: To link actions together.</p>	<p>Mats x 15</p> <p>Agility table</p> <p>Benches</p> <p>Download Videos:</p> <p>Through vault progressions</p> <p>Optional:</p> <p>Springboard</p>
6	<p>LO: To be able to create a group sequence using formations and apparatus.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting. 	<p>Social: To discuss, plan and create a group sequence using apparatus.</p> <p>Emotional: To be confident to perform in front of others.</p> <p>Thinking: To identify what makes a good performance and use this to provide feedback to others.</p>	<p>Mats x 10</p> <p>Apparatus set ups KS2 and stretches for gymnastics documents</p> <p>Agility table</p> <p>Agility trestle</p> <p>Benches</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks2/gymnastics?years=1005>