

Gymnastics Knowledge Organiser

Year: 5					
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 longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. 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"> • Symmetrical and asymmetrical balances • Straight roll • Forward roll • Straddle roll • Backward roll • Cartwheel • 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

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

Key Vocabulary

Prior vocabulary – technique, quality, apparatus, perform, extension, inverted

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

Teacher Glossary

Shapes	Tuck, pike, straddle, dish, arch, star, front support, back support.
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.
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.

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 5

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To be able to perform symmetrical and asymmetrical balances.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Use strong body tension to keep your balances stable. 	<p>Social: To work safely when learning a skill.</p> <p>Emotional: To be confident to share my ideas.</p> <p>Thinking: To create partner balances and decide on travelling actions to link them together.</p>	<p>Mats x 15</p> <p>Download resources:</p> <p>Asymmetrical individual balances</p> <p>Partner balances</p> <p>Basic shapes</p> <p>Safety in partner and group balances</p> <p>Symmetrical balances</p>
2	<p>LO: To develop the straight, forward, straddle and backward roll.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Use momentum to help you roll. 	<p>Social: To support others and help them to learn.</p> <p>Emotional: To persevere when developing a skill.</p> <p>Thinking: To observe others and provide feedback on their performances.</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>Straddle roll</p> <p>Straight roll</p> <p>Stretches for gymnastics document</p> <p>Optional</p> <p>Springboard</p>
3	<p>LO: To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Canon - moving one after the other. Synchronisation - moving at the same time. 	<p>Social: To work with others to create a sequence.</p> <p>Emotional: To be confident to share my ideas.</p> <p>Thinking: To identify the impact canon and synchronisation has on performances.</p>	<p>Mats x 15</p> <p>Download stretches for gymnastics document</p>
4	<p>LO: To be able to perform progressions of inverted movements.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Use body tension to improve the control and quality of your 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 observe others and provide feedback on their inverted movements.</p>	<p>Mats x 15</p> <p>Benches x1</p> <p>Download videos</p> <p>Bridge</p> <p>Cartwheel</p> <p>Shoulder stand</p> <p>Download documents:</p> <p>Bridge</p> <p>Shoulder stand</p> <p>Optional:</p> <p>Base stations</p>
5	<p>LO: To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Keep the same timing as your partner to mirror or match them. 	<p>Social: To discuss, plan and create a sequence with a partner.</p> <p>Emotional: To try my best.</p> <p>Thinking: To adapt a sequence to include apparatus and make decisions about where is best to perform each action.</p>	<p>Mats x 15</p> <p>Optional</p> <p>Agility table</p> <p>Agility trestle</p> <p>Benches</p>
6	<p>LO: To be able to create a partner sequence using apparatus.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Consider which actions would suit the apparatus you are using. Vary the level, speed and direction used in your sequence to make it interesting. 	<p>Social: To discuss, plan and create a partner 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> <p>Climbing frame</p>

All lesson plans and equipment lists can be found here:

www.getset4pe.co.uk/lesson/ks2/gymnastics?years=1004