Knowledge Organiser: Gymnastics Y4

etc.



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Key Skills: Physical

- Individual and partner balances
- Jumps using rotation
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand



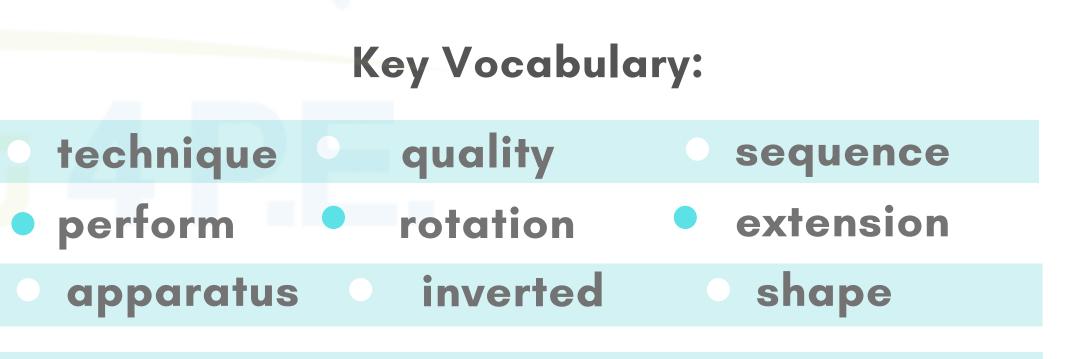
Key Skills: S.E.T

- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences

Ways to improve a sequence

- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** 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.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow. **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal





Teacher Glossary

- **Shapes:** E.g. 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, roll.
- **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.
- **Sequence:** A number of actions linked together.
- **Body tension**: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.



Assessment Criteria

Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to
- others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

Progression of Skills Ladder

| Shapes Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions. | Inverted movements Explore progressions of a cartwheel. | Balances Explore symmetrical and asymmetrical balances. | Year 5 |
|--|---|--|-----------|
| Shapes Develop the range of shapes they use in their sequences. | Inverted movements Develop strength in bridge and shoulder stand. | BalancesDevelop controland fluency inindividual andpartner balances. | Year 4 |
| Explore matching pate and contrasting tran | | Balances plore point and ch balances and nsition smoothly and out of them. | Year 3 |



• I can create and perform sequences using apparatus, individually and with a partner.

- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

Rolls

Develop control and fluency in the straight, barrel, forward, straddle and backward roll.

Rolls

Develop the straight, barrel, forward and straddle roll and perform with increased control.

Rolls

Develop the straight, barrel, and forward roll.

Jumps

Select a range of jumps to include in sequence work.

Jumps

Develop control in performing and landing rotation jumps.

Jumps

Develop stepping into shape jumps with control.

Year 5