

Knowledge Organiser: Gymnastics Y3

Links to the PE National Curriculum

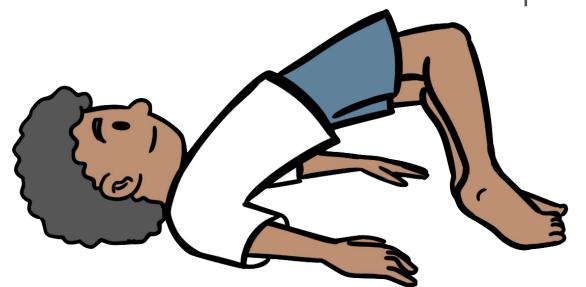
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and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

Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

Key Skills: S.E.T

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



Ways to improve a sequence

- Starting and finishing position: Include a starting and finishing
- position.
- **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.

Key Vocabulary:

matching contrasting sequence
 direction interesting flow
 explore control shape create

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.

Point balance: A balance on a small body part e.g. hands, elbows, feet.

Patch balance: A balance on a large body part e.g. back, stomach, bottom.

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.



Where this unit sits



Assessment Criteria

Year 3

• I am beginning to provide feedback using key words.

Year 2

- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

- 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

Develop the range of shapes they use in their sequences.

Inverted movements

Develop strength in bridge and shoulder stand.

Balances

Develop control and fluency in individual and partner balances.

Year

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

Rolls

Jumps

Develop control in performing and landing rotation jumps.

Shapes

Explore matching and contrasting shapes.

Balances

Explore point and patch balances and transition smoothly into and out of them.

Year

3

Rolls

Develop the straight, barrel, and forward roll.

Jumps

Develop stepping into shape jumps with control.

Shapes

Explore using shapes in different gymnastic balances.

Balances

Remember, repeat and link combinations of gymnastic balances.

Year

2

Rolls

Explore barrel, straight and forward roll and put into sequence work.

Jumps

Explore shape jumps and take off combinations.