



PE Gymnastics

Subject Skills and Knowledge Organiser

Key Skills	S.E.T Skills	Key Vocabulary (with definitions)	Key Questions
<p>Shapes: EYFS: show contrasting shapes with their bodies including wide/narrow, straight/curved. Phase 2: explore basic shapes such as straight, pike, straddle, tuck and show still shapes in different balances. Phase 3: Begin to combine the basic gymnastic shapes while thinking about the fluidity of the movements and start to combine these into a performance.</p> <p>Balances: EYFS: Using different parts of their body, show shapes in stillness. Phase 2: Perform and begin to remember and link combinations of balances that are taught, including tense, stretched and curled balances. Phase 3: Explore a range of different balances while developing control and their fluency as individual and with a partner. Specific balances taught: Yr5 – symmetrical and asymmetrical Yr6 – counter and counter tension</p> <p>Rolls: EYFS: Explore rocking and rolling. Phase 2: Explore barrel, straight, and forward rolls and begin to develop these it into a sequence. Phase 3: develop straight, barrel, straddle, forward and backward roll with increasing control and begin to combine these together to create a sequence.</p>	<p>Social Respect, consideration, sharing ideas, inclusion of others, leadership, team work, working safely, decision making</p> <p>Emotion Acceptance, confidence, empathy</p> <p>Thinking Creating, observing and providing feedback, using feedback to improve, selecting and applying skills</p>	<p>Safe space: Space away from other people and objects.</p> <p>Travelling action: Slide, hop, jump, side step, skip, gallop etc.</p> <p>Shapes: E.g. tuck, pike, straddle, dish, arch, star.</p> <p>Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.</p> <p>Level: High, medium and low.</p> <p>Sequence: A number of actions linked together.</p> <p>Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).</p> <p>Jump: take off and land on two feet.</p> <p>Body tension: squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.</p> <p>Inverted movement: an action where the hips go above your head such as a shoulder stand, bridge and cartwheel.</p> <p>Canon: when performers complete the same physical action one after the other.</p> <p>Synchronisation: when performers complete the same physical action at the same time.</p>	<p>EYFS: Can you show me a wide/narrow/straight/curved shape with your body? Can you create a shape with your body and stay completely still? Can you roll on the floor? Can you rock your body on the floor? Can you jump up and down? Can you jump side to side? Can you jump around the room on one foot? How should we land a big jump?</p> <p>Phase 2: Can you show me a straight/pike/straddle/tuck jump? Can you put 3 of these jumps into a short sequence? Can you show me a tense/stretched/ curled balance? Can you link these together, while thinking about how you are going to get from one balance to the next? Can you perform a barrel, straight and forward roll? Can you put these rolls into a sequence while using some apparatus? Can you turn your basic shapes into a jump? How do we land a jump?</p>



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<p>Jumps: EYFS: explore jumping safely. Phase 2: develop our basic shapes (pike, straddle, tuck and straight) into jumps and develop into stepping into these jumps with some sort of control. Phase 3: combine and perform a range of jumps as well as rotation jumps (half turn, full turn).</p> <p>Inverted movements: Year 4 - develop strength in a bridge and shoulder stand. Year 5 – explore the progressions of a cartwheel. Year 6 – develop control in progressions of a cartwheel and a headstand. Phase 3: use these inverted movements within a sequence.</p>			<p>Phase 3: What are the basic gymnastic shapes?</p> <p>Can you create a movement sequence which contains basic shapes, jumps, balances, rolls and inverted movements?</p> <p>What are you going to do to get from one movement to another? Could you use balances, jumps, travelling movements (skip, hop etc.) to travel from apparatus to another?</p> <p>Can you perform this with confidence and fluidity?</p> <p>When performer with a partner, are you making sure you are synchronised?</p> <p>Can you use canon within your performance?</p> <p>Can you give feedback to another pair using gymnastic vocabulary?</p>
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Outcome:

EYFS: Children will be able to copy basic shapes, jumps, rolls and balances and begin to develop their own. They will be encouraged to perform and have confidence in themselves while they are cheered on by their audience. Some children might use what they have learned and continue to take up gymnastics as a hobby outside of school.

Phase 2: Children will be able to perform a range of movements that have been previously taught but by working with their peers, they will be able to sequence these in their own way, using their own ideas. They will explore different shapes, jumps, rolls and balances in their own sequence. Some children will be inspired by what they have learned and will take up dance as a hobby in school (at a gymnastic extra-curricular club) or outside of school.

Phase 3: Children will be able to perform a self-choreographed gymnastic sequence that contains a range of shapes, balances, rolls, jumps and inverted movements. In between the movements, the children will be able to explore how they travel from one movement to another as well as travelling from one apparatus to another. They will be able to perform in a pair or as a solo. Additionally, some children in phase 3 will use the skills they have learned and take part in a virtual gymnastics competition. Some children will be inspired by what they have learned and will take up gymnastics as a hobby in school or outside of school.



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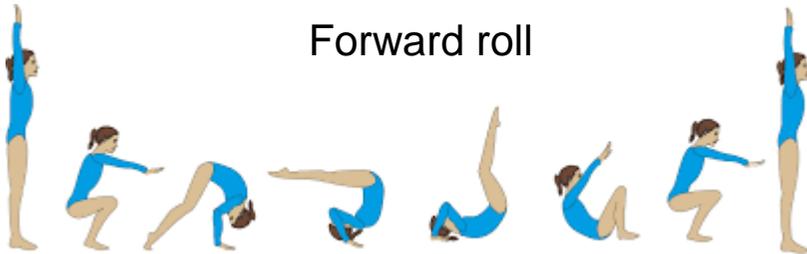
Useful links:

This information has been adapted to suit the needs of the children at The Reddings Primary School and Nursery but is primarily from the GetSet4Pe scheme that is used at The Reddings Primary School and Nursery.
 For a more detailed version (each year group and unit) of this knowledge organiser please visit <https://www.getset4pe.co.uk/>

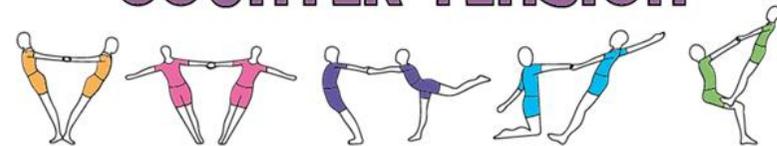
Gymnastic shapes



Forward roll



COUNTER TENSION



COUNTER BALANCE



Gymnastics balances