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| Knowledge Organiser |

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| **Sport focus:** | **Gymnastics** | **Year 3** | **Spring 1** |





**What? (Key Vocabulary)**

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| **Spelling** | **Definition/Sentence** |
| **Warm up** | Preparing our bodies for exercise, pumping blood around our bodies faster, to prevent injuries |
| **Cool down** | An easy exercise, done after exercise, to allow the body to transition to a resting |
| **Flexibility**  | The range of motion through which a body part can move without feeling pain. |
| **Control**  | When performing a sequence, balance or when pupils are stopping, pupils should be taught to hold still |
| **Routine** | A combination of stunts displaying a full range of skills on one apparatus. |
| **Sequence**  | Two or more positions or skills which are performed together creating a different skill or activity. |

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| **Diagrams and Symbols** |

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| **Possible Experiences** |

Space Travel

Rock and Roll

Steady Ready

Feet of the Ground

Sequences





**What? (Key Knowledge)**

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| Teaching Points |
| How to link ideas, skills and techniques with control, precision and fluency when performing basic skills (balances and rolls) with a partner.  |  |
| Understand composition by performing more complex sequences including rolls and partner balances.  |  |
| Describe how to refine, improve and modify performances. |  |
| Perform safely on basic equipment.  |  |
| Rules |
| The lesson should always start with a warm up |
| The teacher should always be in a position to view all children working |
| The lesson set out should allow for differentiation |
| Children should be working in bare feet |
| The lesson should conclude with a cool down |
| Questions  |
| Q. How can we link movements, shapes and balances together? A. Creating a sequence / routine  |
| Q. How can we ensure our performance is of good quality?A. Good control and fluency  |
| Q. Can you name the different types of rolls? A. pencil, teddy bear, forward and egg  |
| Q. What can we put in between our legs to make sure we keep them together?A. A bean bag |