



Subject: PE

Topic: Gymnastics

Year group: 1

Term: Spring 1

National Curriculum Objectives:

KS1: master basic movements as well as developing balance, agility and co-ordination

Prior Learning:

In EYFS:
Creating shapes showing a basic level of stillness using different parts of their bodies

Begin to take weight on different body parts

Demonstrates poses and movements that challenge their flexibility

Remember, repeat and link simple actions together

Future Learning

In Year 2:
Perform balances on different body parts with some control and balance

Take body weight on different body parts with and without apparatus

Show increased awareness of extension and flexibility in actions

Copy, remember, repeat and plan linking simple actions with some control and technique

Key Questions:

- How can extending parts of my body improve the shapes I make?
- How can holding balances for 5 seconds help me show control and stability?
- How can different body shapes be used when performing rolls and jumps?
- How can a clear starting and finishing position improve a gymnastics sequence?

Substantive Knowledge (key facts, dates and concepts)

Shapes: To know and understand that I can improve my shapes by extending parts of my body.

Balances: To know that balances should be held for 5 seconds.

Rolls: : To know that I can use different shapes to roll.

Jumps: To know that landing on the balls of my feet helps me land with control.

Strategy: To know that if I use a starting and finishing position, people will know when my sequences has begun and when it has ended.

Disciplinary Knowledge (thinking and working like an athlete)

- **Shapes:** explore basic shapes straight, tuck, straddle and pike.
- **Balances:** perform balances making my body tense, stretched and curled.
- **Rolls:** explore barrel, straight and forward roll progressions.
- **Jumps:** explore shape jumps, including jumping off low apparatus.

To be able to explore travelling movements.

To be able to develop and combine travelling movements.

To be able to develop quality when performing and linking shapes.

To be able to develop quality when linking shapes.

To be able to develop stability and control when performing balances.

To be able to develop stability and control when performing balances.

To be able to develop technique and control when performing shape jumps.

To be able to develop technique and control when performing shape jumps.

To be able to develop technique in the barrel, straight and forward roll.

To be able to develop rolls and use the in a sequence.

To be able to link gymnastics actions to create a sequence.

To be able to develop quality in gymnastics sequences.

Sequence of lessons

1. Exploring travelling movements.

Sticky Knowledge

- What different ways can we travel? (We can travel by walking, running, hopping, skipping, and jumping.) – EYFS
- Why do we need to be aware of space when travelling? (Awareness helps us avoid others and move safely.) – EYFS
- Why don't we wear shoes or socks during gymnastics? (To make sure we don't slip/for safety) – EYFS

Intent

Substantive knowledge: To know that there are different ways to travel and move through space.

Disciplinary knowledge: To explore a range of travelling movements using control, coordination, and spatial awareness.

2. Developing and combining travelling movements.

Sticky Knowledge

- What is a travelling movement? (A travelling movement is when we move from one place to another.) – Y1
- What is a pathway in movement? (A pathway is the route we travel when moving.) – Y1
- What is gymnastics? (Gymnastics is moving our body in different ways like balancing, jumping, rolling, and shaping.) – EYFS/Y1

Intent

Substantive knowledge: To know that different travelling movements can be combined to create a sequence.

Disciplinary knowledge: To develop and link travelling movements together using control, coordination, and awareness of space.

3. Developing quality when performing and linking shapes.

Sticky Knowledge

- What is a sequence in gymnastics? (A sequence is a series of movements linked together.) – EYFS/Y1
- What muscles do we use when jumping and landing? (Our leg muscles help us jump and land safely.) – EYFS/Y1
- What body part is holding our weight when performing a star shape? (our feet) – Y1

Intent

Substantive knowledge: To know that strong body shapes and controlled transitions improve a gymnastics sequence.

Disciplinary knowledge: To perform and link shapes with quality by using extension, balance, and control.

4. Developing stability and control when performing balances.

Sticky Knowledge

- Why do we need a clear starting and finishing position? (It shows the audience when the sequence begins and ends.) – Y1
- What can I do to help me keep my balance? (focus on something still, look ahead, hold out my arms) – EYFS/Y1
- How long should a balance be held? (5 seconds) – Y1

Intent

Substantive knowledge: To know that stability, body tension, and focus help us perform balances successfully.

Disciplinary knowledge: To develop stability and control by performing and holding balances with correct technique.

5. Developing stability and control when performing balances.

Sticky Knowledge

- Why do we hold balances for 5 seconds? (Holding a balance shows control and stability.) – Y1
- What parts of our bodies can we use to hold our weight? (feet, hands, stomach, back, bottom) – EYFS/Y1
- Why is balance important in PE? (Balance helps us stay steady when moving.) – EYFS

Intent

Substantive knowledge: To know that body tension, focus, and control help us perform balances successfully.

Disciplinary knowledge: To develop stability and control by creating and holding balances with confidence and accuracy.

6. Developing technique and control when performing shape jumps.

Sticky Knowledge

- Why do we land on the balls of our feet? (Landing on the balls of our feet helps us land softly and with control.) – Y1
- How should knees be when landing a jump? (our knees should be bent) – EYFS
- Why is listening important during PE? (listening to the rules and watching models can help us to know how to use equipment safely) – Y1

Intent

Substantive knowledge: To know that extension, body shape, and controlled landings improve the quality of a shape jump.

Disciplinary knowledge: To develop technique and control when performing shape jumps by using extension, balance, and safe landing skills.

Sequence of lessons

7. Developing technique and control when performing shape jumps.

Sticky Knowledge

- Why do we bend our knees before a jump? (Bent knees help us take off with power and control.) – Y1
- How can balance help us after landing? (Balance helps us stay steady and hold our finishing position.) – Y1
- How can I improve my shapes? (by extending parts of my body) – Y1

Intent

Substantive knowledge: To know that extension, body shape, and controlled landings improve the quality of a shape jump.

Disciplinary knowledge: To develop technique and control when performing shape jumps by using extension, balance, and safe landing skills.

8. Developing technique in the barrel, straight and forward roll.

Sticky Knowledge

- How can our arms help us keep balance when jumping? (Our arms help keep our body steady during jumps and jump further) – Y1
- How should my body be when performing a balance? (in control and still) – EYFS
- What is a shape jump? (A shape jump is a jump where we make a clear body shape in the air.) – EYFS

Intent

Substantive knowledge: To know that body shape, tension, and control help us perform different types of rolls successfully.

Disciplinary knowledge: To develop technique in barrel, straight, and forward rolls by using correct body position, control, and safe movement.

9. Developing technique in the barrel, straight and forward roll.

Sticky Knowledge

- Why is control important when moving from a roll into another action? (Control helps movements flow smoothly and safely.) – Y1
- What makes a roll safe and controlled? (Keeping our body tight and moving carefully helps us roll safely.) – EYFS/Y1
- Can you only roll using one shape? (no, you can use different shapes to roll like a tuck or holding our body straight and extended) – Y1

Intent

Substantive knowledge: To know that body shape, tension, and control help us perform different types of rolls successfully.

Disciplinary knowledge: To develop technique in barrel, straight, and forward rolls by using correct body position, control, and safe movement.

10. Developing rolls and use the in a sequence.

Sticky Knowledge

- Why is body tension important in rolls? (Body tension helps us keep our shape throughout the roll.) – Y1
- How can practice improve our rolling technique? (Practice helps rolls become smoother, safer, and more controlled.) – Y1
- What shapes are these [insert image of an arch and dish – see on knowledge organiser]? (arch and dish) – Y1

Intent

Substantive knowledge: To know that rolls, shapes, and balances can be linked together to create a gymnastics sequence.

Disciplinary knowledge: To develop and perform a sequence using rolls with control, fluency, and clear transitions between movements.

11. Linking gymnastics actions to create a sequence.

Sticky Knowledge

- Why is it important to finish every action properly? (Finished actions make the sequence look complete.) – Y1
- How can we improve the quality of our shapes? (By stretching our body and holding positions still.) – Y1
- What shape do we hold when performing a forward roll? (a tuck shape) – Y1

Intent

Substantive knowledge: To know that rolls, shapes, and balances can be linked together to create a gymnastics sequence.

Disciplinary knowledge: To develop and perform a sequence using rolls with control, fluency, and clear transitions between movements.

12. Developing quality in gymnastics sequences.

Sticky Knowledge

- What shapes can we make with our bodies? (star, tuck, pike, straddle, dish, arch, back support, front support) – Y1
- Why is coordination important when combining movements? (Coordination helps our body move smoothly from one action to the next.) – Y1
- Why do we use a starting and finishing position? (It shows the audience when the sequence begins and ends.) – Y1

Intent

Substantive knowledge: To know that extension, control, and fluency improve the quality of a gymnastics sequence.

Disciplinary knowledge: To refine and perform gymnastics sequences with quality by using control, extension, and smooth transitions between actions.



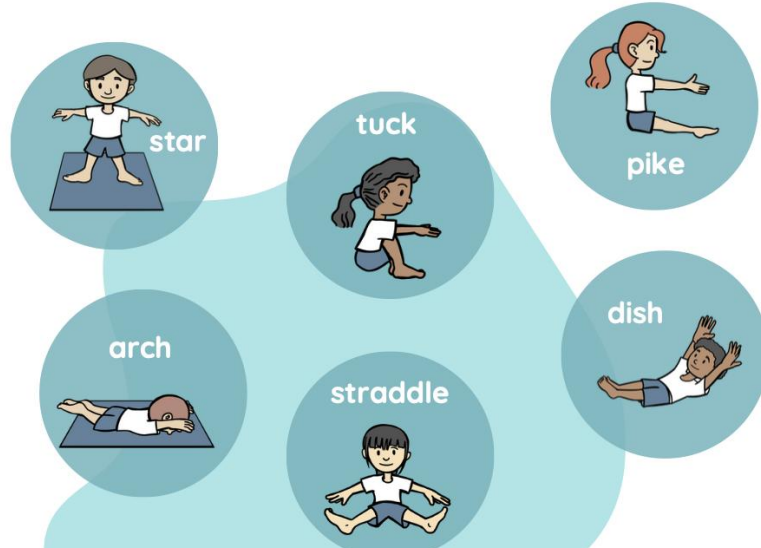
Get Set 4
Education

Knowledge organiser

Gymnastics Year 1

About this Unit

In gymnastics you learn to move your body in really fun ways. There are also lots of shapes that you can make with your body. In gymnastics, these shapes have special names.



Key Vocabulary



action	jump	speed
balance	level	squeeze
control	point	star
direction	roll	straight
	shape	travel

Ladder Knowledge



Shapes:

You can improve your shapes by extending parts of your body.

Balances:

Balances should be held for 5 seconds.

Rolls:

You can use different shapes to roll.

Jumps:

Landing on the balls of your feet helps you to land with control.

Movement Skills

- travelling actions
- shapes
- balances
- shape jumps
- barrel roll
- straight roll
- forward roll

This unit will also help you to develop other important skills.

Social
Emotional
Thinking

respect, collaboration, sharing, work safely

confidence, self regulation, perseverance

comprehension, select and apply action, creativity

Strategy

Use a starting and finishing position so that people know when your sequence has begun and when it has ended.

Healthy Participation



- Remove shoes and socks.
- Make sure the space is clear before using it.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Crabs and Scorpions



What you need: two markers, one player, one person to time

How to play:

- Mark a 6m distance using two markers.
- Place 10 x socks at the start marker.
- Transport the socks one at a time from one marker to the other.
- How many socks can you move in 2 minutes?

Rules:

- Socks must be carried on stomach on the way there (crab)
- Players must travel back on their hands and feet stomach facing down (scorpion).



www.getset4education.co.uk

If you enjoy this unit why not see if there is a gymnastics club in your local area.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible
- be stronger

Head to our youtube channel to watch the skills videos for this unit.



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