



Knowledge Organiser for Physical Education - Gymnastics

Key Enquiry Questions:	
What is gymnastics?	Gymnastic exercises developing or displaying physical agility and coordination.

Health and Safety:	
Should children wear shoes and socks during lessons?	No! Children should not wear socks or shoes during gymnastic lessons as this is a health and safety risk. If they have a verruca, they need to have a plaster over it - they should not wear socks.
Can I use mats during lesson?	Yes, you can use mats during lessons, however you are not allowed to place them under where children are climbing as this is against school and national policy for health and safety. You can place mats in strategic landing positions where they are required to exit a station. Mats can be used to practise rolling and jumping.

Key Vocabulary:	
See Gymnastic Movement Glossary Document	

Progression of Skills / Assessment Statements:

<u>Year group</u>	<u>Key Skills / Assessment Progression</u>
<u>Year 1</u>	<ul style="list-style-type: none"> • I can copy and explore basic gymnastic actions with some control and co-ordination • I can select and link basic gymnastics actions together • I can watch and discuss my own and others work • I can safely perform a teacher led warm up and cool down • I can use space safely showing special awareness of others
<u>Year 2</u>	<ul style="list-style-type: none"> • I can copy, remember explore and repeat a variety of basic gymnastic actions with control and coordination • I can select and link basic gymnastics actions into fluent short movement phrases • I can identify and describe the difference between my work and others work • I can handle apparatus safely • I can explain the need for a warm up and cool down • I can recognise what is happening to my body during exercise
<u>Year 3</u>	<ul style="list-style-type: none"> • I can begin to copy, remember, explore and repeat gymnastic actions with consistent control, coordination and clarity • I can begin to select and link gymnastic actions fluently into longer movement phrases and can apply basic compositional ideas • I can begin describe my own and others work noting similarities and differences and I can make suggestions for improvements • I can work safely handling a range of equipment • I can recognise changes in my body giving reasons why PE is good for health
<u>Year 4</u>	<ul style="list-style-type: none"> • I can copy, remember, explore and repeat gymnastic actions with consistent control, coordination and clarity • I can select and link gymnastic actions fluently into longer movement phrases and can apply basic compositional ideas • I can describe my own and others work noting similarities and differences and I can make suggestions for improvements • I can work safely handling a range of equipment • I can recognise changes in my body giving reasons why PE is good for health
<u>Year 5</u>	<ul style="list-style-type: none"> • I can begin to copy, remember, explore and repeat increasingly complex gymnastic actions with some control, co-ordination, quality and clarity • I can begin to select and link increasingly complex gymnastic actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas • I can begin to identify and act upon criteria to refine, improve and modify gymnastic actions and sequences • I can begin to demonstrate specific aspects of a warm up and cool down and explain the effects on my body
<u>Year 6</u>	<ul style="list-style-type: none"> • I can copy, remember, explore and repeat increasingly complex gymnastic actions with some control, co-ordination, quality and clarity • I can select and link increasingly complex gymnastic actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas • I can identify and act upon criteria to refine, improve and modify gymnastic actions and sequences • I can demonstrate specific aspects of a warm up and cool down and explain the effects on my body



How to structure a PE lesson

You MUST start with a verbal risk assessment with your class and check that all equipment is safe.

1. Warm up -

Getting pupils active in our PE lessons is key to mentally and physically preparing them for the learning to come.

We can make our learning purposeful by linking the warm-up to the learning question (LQ).

Gymnastics needs both an aerobic and a stretching warm up to warm all muscles.

Tip: It is good practice to have our equipment laid out before the start of the lesson, ensuring the transitions to later phases are seamless, optimising time for active learning.

2. Main Lesson -

The main lesson is where we focus on the development of those key skills.

Building upon the theme of the warm up, we can quickly and effectively provide challenge through appropriate games and activities (see lesson plans)

Tip: During the main phase of the lesson, it is effective practice to:

- a. Model the outcomes focusing on one teaching point at a time
- b. Observe for best practice and allow pupils to model the outcomes
- c. Ask pupils to assess their own progress and the performance of others to raise performance outcomes

3. Competition / Conditioned Game (Apply) -

The competition / conditioned game phase is where we provide pupils with the opportunity to challenge themselves further, putting the learned skills into action while under pressure of time or other people.

Tip: Positive competition can be achieved by getting pupils to compete against themselves. For example, the game can be: *"How many gates can you dribble through in 30 seconds? I want you to count out loud each time you dribble through a gate. Go!"*

Conditioned games are great for pupils to compete against a passive, semi-passive or active defender. Scaffold the activation level of other pupils according to the age and ability of the learners.

4. Cool down (Assess) -

The cool down should be linked to the learning question and re-focus the learners on the key skills.

Tip: We can also use the cool down to put the equipment in the right place for the next lesson through games

Health and Safety

See outdoor gymnastic risk assessments.

Additional Resources to support teaching:

These are the additional books we have which will further support your teaching and structure of your gymnastic lessons.

- Top gymnastic cards
- Teacher intermediate Primary Gymnastic Book (British Gymnastics)



STEP Progression for inclusive and supportive PE Lesson

STEP Framework

The activities are supported by the STEP framework. This provides an overview of how to adapt and develop each exercise.

Changes can be made to the:

S SPACE

Where is the activity happening?

Level (height)	Low/medium/high
Direction	Forwards, backwards, sideways, up, down
Pathways	Straight, diagonal, curved, zig-zag, circular
Personal/General	In, out, over, under, cross, around, towards, away from
Area	from
Distance	Bigger/smaller, free/defined, different starting points Short/medium/long

T TASK

What is happening?

Roles	Allocate specific roles or rotate
Actions	More/less, specific/free-choice, order, single/combined, different body parts/sides of body, starting/finishing positions
Dynamics	Vary speed, canon/unison, mirror, match

E EQUIPMENT

What is being used?

By type	Balls, rubber-lines, hands, feet, ropes, scarves, bean bags, hoops, bench, mats, beams, movement tables, trestles, ladders, poles, climbing apparatus
By varying	Size, shape, surface, height gradient/angle

P PEOPLE

Who is involved?

People working	Independently, in groups, in pairs, in teams, with friends
People with	Different/same roles, different/same ability, different/same size
People in	Own space, big spaces, small spaces, restricted space, open space

How to monitor which body parts are used when . . .

Before activity

The teacher explains:

When we move we use lots of body parts. Energetic movements help to make our bones strong and help our bodies to develop and work well.

Using the chart describe:

- which body parts you will be using when you are moving.

After activity

Using the chart, describe:

- which body parts you used when you were moving
- what happens to bones when we move.

Arms

Bones

Legs

Muscles

Knees

Joints

Elbows

Heart

Ankles

Lungs

Shoulders

Back

Can children describe which body parts will be strong and will work well as a result of taking part in gymnastics?



How to monitor feelings about activity

- Children observe and describe expressions of their friends while they are doing gymnastics.
- Children describe their own feelings.
- Children write down the name of the activity beside the appropriate face on a scale (see above).

Activities

- Children participate in a range of gymnastic activities alone, with a partner, in a small group or in a large group (whole class).

After activity

Describe:

- how you felt during the activity
- how you feel now.

How to monitor participation

Suggestions:

- whole class discussion about opportunities to take part in gymnastics, apart from in PE lessons
- pupil notice board to illustrate and explain opportunities to take part in gymnastics, apart from in PE lessons.

Activities

Before activity

The teacher explains:

Gymnastics can help to keep us healthy. We take part in gymnastics in our PE lessons, there are also opportunities to perform in assemblies and displays and in clubs.



After activity

When can you take part in gymnastics, apart from in PE lessons?

What other energetic activities do you do outside PE lessons?

Can children explain when and where they can take part in gymnastic activities outside PE lessons?

Cool-down

Activities

- Activities which are calm and which can be performed at a steady pace, e.g. travelling slowly on tip toe, meandering, walking, changing between high and low levels with control.
- At least one whole body stretch (held still for 6 to 10 seconds) – examples in the TOP Gymnastics Handbook.

Before cool-down

The teacher explains:

A cool-down helps our bodies to recover after activity.

Using the temperature and breathing scales, describe:

- how hot you feel
- your breathing.

After cool-down

Using the temperature and breathing scales describe:

- how hot you feel
- your breathing.

Can children recognise and describe cool-down activities?

How should a cool-down be performed?

How should you feel after a cool-down?

Can children explain when a cool-down should be performed?

See the TOP Gymnastics Handbook for information on warming-up and cooling-down, monitoring the intensity of activities, and the effect of exercise on the heart, breathing, temperature and appearance.

Warm-up

Can children..?

Perform, recognise and explain the purpose of a range of warm-up exercises?

Activities

A warm-up should include:

- controlled movements of the joints, e.g. drawing numbers or shapes in the air; creating and changing shapes made with the whole, or parts of, the body
- whole body activities to raise the body temperature, e.g. using travelling actions to trace numbers on the floor; repeating controlled sequences of movements
- at least one whole body stretch (held still for 6 to 10 seconds).

Questions (select from following):

- Q How do you feel after warming up?
 A Warm (not out of breath) and ready for action (not tired).
- Q What is the purpose of moving joints in a warm-up?
 A To help them move smoothly.
- Q Which activities mobilise joints in your spine? Which activities mobilise knees, shoulder and ankle joints?
 A E.g. side bends, upper body twists. E.g. knee lifts, arm circles, jogging.
- Q What is the purpose of raising your heart and breathing rate in a warm-up?
 A To increase the supply of oxygen to the muscles in preparation for energetic activity.
- Q When should warm-up stretches be performed? Where can you feel the muscles stretching?
 A Towards the end of a warm-up when muscles are warm. Children identify the location of muscles being stretched.

Effects of gymnastics on the heart

Can children..?

Monitor and explain changes to their heart rate? Explain the benefits of exercise for the heart?

Activities

- Children perform energetic movements, e.g. travelling quickly; changing from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.
- Children monitor their heart rate before and during these gymnastic activities by: feeling their heart with one hand on centre of chest and describing changes using a heart rate chart OR counting their pulse for ten seconds at the wrist or neck.

Questions (select from following):

- Q What happens to your heart when you do gymnastics?
 A It beats faster.
- Q How can you monitor your heart rate before and during gymnastic activities?
 A Children demonstrate how this can be done.
- Q What do we need to make energy?
 A Food and oxygen.
- Q How do food and oxygen reach the muscles?
 A In the blood.
- Q What pumps the blood around the body?
 A The heart.
- Q What happens to your heart when you do gymnastic activities energetically?
 A The heart pumps faster to transport sufficient food and oxygen to the muscles to make energy.
- Q What happens to muscles if we are active every day?
 A They become strong and can do more work without tiring.
- Q The heart is a muscle – what will happen to the heart if we do gymnastics frequently?
 A It will become stronger and will be able to pump more oxygen around the body with every beat.

Effects of gymnastics on breathing

Can children..?

Explain why rate and depth of breathing increase when doing gymnastics?

Activities

- Children perform energetic movements, e.g. travelling quickly; movements which change from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.
- Children monitor their breathing before and during these gymnastic activities by: placing one hand on tummy and one on chest and feeling the chest rise and fall. Children describe the rate and depth of their breathing using the breathing chart OR using the same technique, counting the number of breaths over 20 seconds (rise and fall of chest = one breath).

Questions (select from following):

- Q What happens to your breathing when you do gymnastics?
 A It becomes faster and deeper.
- Q How can you monitor your breathing?
 A Children demonstrate how this can be done.
- Q What do your muscles use while you are moving?
 A Energy.
- Q What do we need to make energy?
 A Food and oxygen.
- Q How do we take oxygen into our bodies?
 A By breathing.
- Q What happens to your breathing rate when you do gymnastics energetically?
 A It becomes faster and deeper in order to supply the working muscles with sufficient oxygen to make the energy needed.

Effects of gymnastics on temperature and appearance

Can children..?

Explain changes in temperature and appearance during gymnastic activities?

Activities

- Children perform energetic movements, e.g. travelling quickly; movements which change from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.
- Children monitor their temperature and appearance before and during these gymnastic activities by: placing their hand on their forehead OR placing a thermometer strip on forehead OR asking partner to observe their face.

Questions (select from following):

- Q What happens to your temperature and appearance when you do gymnastics?
 A Temperature increases, skin becomes moist and sticky and some people appear flushed.
- Q How can you monitor your temperature and appearance?
 A Children demonstrate how this can be done.
- Q When we do gymnastics the muscles produce energy as heat. How is heat released from the body?
 A Through the skin.
- Q Why does the skin get moist?
 A It is the body's way of avoiding overheating – damp skin cools quickly.
- Q Why do some people appear flushed?
 A The blood vessels become wider and closer to the surface of the skin to release heat.



Monitoring intensity of activities

Can children..?

Monitor the intensity of different gymnastic activities?

Activities

- Children participate in gymnastic activities, some of which are more energetic than others.
- Children use 'how does the exercise feel' scale to describe the intensity of different gymnastic movements.
- Children monitor their involvement in physical activity over a period of a few weeks, i.e. which activities, for how long they are performed and how each activity feels.

Questions (select from following):

- Q Why does your heart beat faster in some gymnastic activities?
- A *Some gymnastic activities are more energetic than others.*
- Q Which gymnastic activities feel more energetic?
- A *Children should find that gymnastic activities which involve travelling quickly; changing from high to low; jumping/bouncing/hopping travelling patterns; and large, strong, powerful, explosive movements performed over a sustained period of time are energetic. How energetic gymnastics feels varies between individuals and depends on the effort and confidence applied to the performance. Health recommendations are that young people should perform one hour of at least moderate (i.e. energetic) physical activity per day.*
- Q How can gymnastics help you to reach this target?
- A *Gymnastics can be energetic, stimulating and absorbing. Gymnastics can involve energetic activity being sustained.*

Health benefits of gymnastics

Can children..?

Explain the health benefits of gymnastics?

Activities

- Children participate in a range of gymnastic activities alone, with a partner, in a small group or in a large group (whole class) and determine how gymnastics can:
 - make people feel
 - uses energy.

Questions (select from following):

- Q Why do people take part in gymnastics?
- A *E.g. to meet people, have fun, to compete, to challenge themselves.*
- Q How do these moods/feelings help people to be healthy?
- A *Being healthy is more than just having a healthy body. Being healthy involves people finding ways to relax, have fun and feel a sense of success and achievement when overcoming challenges. Some people find these and other health benefits through gymnastics.*
- Q How much energy do you use when taking part in gymnastics?
- A *Lots – especially if it involves jumping, leaping, moving between levels, travelling quickly or large movements.*
- Q What happens to someone when they are using up lots of energy?
- A *They feel hot and out of breath and their muscles might feel tired.*
- Q Why is it important to use up lots of energy regularly?
- A *Energetic exercise can help to maintain a healthy body weight and can help prevent someone from becoming overweight or fat. In addition it strengthens bones, joints, heart and lungs and helps them to work efficiently.*

Being active outside school?

Can children..?

Access opportunities to take part in gymnastics outside school?

Activities

- Children participate in a range of gymnastic activities.
- Teacher discusses where they can take part in gymnastics at school and in the community.
- Children design a 'let's get active' notice board to share information about gymnastics and exercise activities which can be accessed in and out of school.

Questions (select from following):

- Q Which gymnastic activities can be explored at play time, lunch time or at home?
- Q Who is a member of a local gymnastics club or attends gymnastics classes?
- Q How and why did you join?
- Q What is the purpose of the club?
- Q How do you get there?
- Q How much does it cost?
- Q What do you like about the club?
- Q How can others join?

See the TOP Gymnastics Handbook for information on warming-up and cooling-down, monitoring the intensity of activities, and the effect of exercise on the heart, breathing, temperature and appearance.

Cool-down

Can children..?

Perform, recognise and explain the purpose of a range of cool-down exercises?

Activities

- Activities which are calm and which can be performed at a steady pace, e.g. travelling slowly on tip toe, meandering, walking, changing between high and low levels with control.
- At least one whole body stretch (held still for 6 to 10 seconds) – examples in the TOP Gymnastics Handbook.

Questions (select from following):

- Q How do you feel after cooling-down?
- A *OK, back to normal (not out of breath or very hot).*
- Q What happens to your heart and breathing rate during a cool-down?
- A *They recover gradually.*
- Q Which gymnastic activities are suitable for a cool-down?
- A *E.g. Ship shape, Shape up.*
- Q What is the purpose of cool-down stretches?
- A *To prevent the muscles becoming tight and sore.*
- Q When should stretches be performed?
- A *Stretches should only be performed when muscles are warm.*
- Q Where in the body can you feel the muscles stretching?
- A *Children identify the location of muscles being stretched.*

