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| Knowledge Organiser |

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



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| **Possible Experiences** |

Travelling like an animal

Musical statues (lesson focused)

Going through the gears

Shapes

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| **Diagrams and Symbols** |



**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 available at a joint. Being able to bend your body |
| **Balance** | An even distribution of weight enabling someone or something to remain steady. Not falling over. |
| **Shapes** | Using your body to create different shapes. The shapes include; straight, start, tuck, pike and straddle |
| **Travelling** | Performing a movement that moves the body, moving in different ways within an area |

**What? (Key Knowledge)**

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| Teaching Points | |
| Copy, remember, explore and repeat simple actions such as balances and shapes, and link various ideas with control and coordination. |  |
| How to use and explore equipment safely. |  |
| 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. Can you name one or more of the five basic shapes  A. Star, straight, tuck, straddle and pike | |
| Q. What can we do to help us balance?  A. Put out our hands, stare at a spot. Touch our nose | |
| Q. Why do we need to warm up?  A. To not get injured | |
| Q. Why do we need to have a quality start?  A. To make sure we are focused and we perform all of our moves correctly | |
| Q. Why is it important that we are aware of space around us?  A. So we do not bump into anyone else and so we give everyone enough space to work. | |