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| Knowledge Organiser |

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| **Sport focus:** | **Gymnastics** | **Year 2** | **Spring 1** |

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| **Possible Experiences** |

Hold and control

Rock and roll

Working with a partner

Traveling (over/on basic apparatus)

Balancing (over/on basic apparatus)

Crabs and scorpions



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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 |
| **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 |
| **Sequence** | An order in which related things follow each other. |
| **Apparatus**  | The equipment used during gymnastic lessons |

**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 with a partner. |  |
| Basic rolls such as pencil, log and forward roll. |  |
| How to apply compositional ideas to sequence alone and with a partner. |  |
| How to perform sequences in 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. Why is it important to communicate when working with a partner?A. So we understand what we are doing and when we should do it |
| Q. What can we put in between our legs to make sure we keep them together?A. A bean bag  |
| Q. Can you name a big body part we can balance on?A. Back, bottom, all fours, kneels  |
| Q. Why is it important to be able to balance on the floor before balancing on apparatus? A. To make sure we know what we are doing, to build confidence.  |