

Physical Education Knowledge Organiser

Year 1 gymnastics

National Curriculum links: to develop balance, agility and co-ordination.

Key values and vocabulary	Learning	Breakdown of skills/success criteria
<p><u>Values</u></p> <ul style="list-style-type: none"> · Self-belief · Concentration <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> · space · apparatus · agility · sequence · control · travel · support 	<p style="text-align: center;">Previous learning</p> <p><i>In EYFS, children will be taught 5 FMS (Fundamental Movement Skills) for under 5's. These are run, jump, hop, catch and throw. They have been chosen as they are single fundamental movement skills, whereas skipping is a combination of FMS – a hop and a step.</i></p> <p style="text-align: center;">Year 1 learning</p> <p><i>In year 1, children will learn how to perform fundamental movement skills at a developing level. They will perform body actions with some control and coordination. These will be assessed through developing physical skills including;</i></p> <ul style="list-style-type: none"> · Shape – wide, thin · Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. · Travelling – hand and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey, etc. · Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder. · Jumping and landing · Rolling – rocking on back, pencil, egg rolls. · Apparatus. 	<p><u>Aim and success criteria of educational gymnastics for year 1</u></p> <ul style="list-style-type: none"> · All children will be provided with the opportunity to investigate movement, stillness and how to find and use space safely. · Explore basic gymnastic actions on the floor and using apparatus. · Copy and create, remember and repeat, short movement phases of 'like' linked actions, e.g. two jumps or two rolls. · Children will use skills and agility individually, in combination and in sequence, with the aim of showing as much control and precision as possible. <p><u>Breakdown of skills</u></p> <p>Hopping</p> <ul style="list-style-type: none"> · Non hopping leg is used to support take off and momentum of the hop with a rhythmical action · Greater body lean · Arms are co-ordinated with take-off · Lands and pushes off from the ball of the foot · Hopping is rhythmical and continuous
<p style="text-align: center;">Key knowledge</p> <p><i>Children need to understand how to find and use space safely.</i></p>	<p style="text-align: center;">Future learning</p> <p><i>In year 2, children will perform fundamental movement skills at a developing level and start to master some basic movement. They will perform body actions with control and coordination. These will be assessed through developing physical skills including;</i></p> <ul style="list-style-type: none"> · Shape – wide, thin, dish, arch, tuck · Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. 	<p>Skipping</p> <ul style="list-style-type: none"> · Step-hop pattern is co-ordinated and smooth · Arms are used rhythmically in opposition to legs · Low vertical lift on hop · Land on ball of foot

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Children need to learn how to use apparatus safely.

- Travelling – hand and feet – frog, bunny, crab, bear caterpillar, crocodile, monkey etc.
- Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder.
- Jumping and landing.
- Rolling – rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll.
- Apparatus.

Side gallop

- Rhythmical smooth action
- Weight on balls of feet
- Body faces front
- Rear leg lands adjacent to or behind front foot
- Low vertical lift

Supporting resources

Hopping



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Skipping



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Side gallop



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