

Physical Education Knowledge Organiser

Year 3 Gymnastics

National Curriculum links: develop flexibility, strength, technique, control and balance

Key values and vocabulary	Learning	Breakdown of skills/success criteria
<p><u>Values</u></p> <ul style="list-style-type: none"> · Trust · Courage · Evaluation <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> · space · apparatus · agility · sequence · control · travel · support · extension · co-ordination · accuracy 	<p style="text-align: center;">Previous learning</p> <p>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;</p> <ul style="list-style-type: none"> · Shape – wide, thin, dish, arch, tuck · 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, dish roll, teddy/circle roll, forward roll. · Apparatus. <p style="text-align: center;">Year 3 learning</p> <p>In year 3, the children will master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy and extension. These will be assessed through developing physical skills including;</p> <ul style="list-style-type: none"> · Travel – feet and hands. · Balance – small body parts · Jump – 2 foot jump and land · Rolling – basic rolls · Apparatus 	<p><u>Aim and success criteria of educational gymnastics for year 3</u></p> <ul style="list-style-type: none"> · Children will focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes, to help them produce extension. · They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly. <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>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 <p>Side gallop</p> <ul style="list-style-type: none"> · Rhythmical smooth action
<p style="text-align: center;">Key knowledge</p>	<p style="text-align: center;">Future learning</p>	

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Children will need to understand how to develop sports specific skills.

They will learn how to perform with co-ordination, accuracy and strength.

In year 4, children will master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control. These will be assessed through developing physical skills including;

- Travel – feet and hands
- Balance – large body parts, dish and arch, one-foot balance.
- Jump – different shapes when jumping, jump $\frac{1}{4}$ and $\frac{1}{2}$ turns.
- Rolling – basic rolls
- Apparatus

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

Jump

- Arms swing back behind body in preparation
- Crouch is deeper and more consistent
- Arms swing forward with force during take-off and reach high
- Full extension of legs and feet at take off
- Body leans forward at landing

Supporting resources

Hopping



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Skipping



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Side gallop



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Standing jump



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