

Physical Education Knowledge Organiser

Year 6 Gymnastics

National Curriculum links: to 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"> · Responsibility · Evaluation · Problem solving · Resourcefulness <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> · space · apparatus · agility · sequence · control · travel · support · extension · co-ordination · accuracy · flow · counter-tension · acrobatic · actions · composition · variation 	<p style="text-align: center;">Previous learning</p> <p>In year 5, children will continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. These will be assessed through developing physical skills including;</p> <ul style="list-style-type: none"> · Travel – feet and hands · Balance – partner balance (counter balance) · Jump – different ways of jumping and landing with shape · Rolling – basic rolls · Apparatus <p style="text-align: center;">Year 6 learning</p> <p>In year 6, children will continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. These will be assessed through developing physical skills including;</p> <ul style="list-style-type: none"> · Travel – feet and hands · Balance – partner and group balance (counter balance) · Jump – different ways of jumping and landing with shape · Rolling – basic rolls · Apparatus 	<p><u>Aim and success criteria of educational gymnastics for year 6</u></p> <ul style="list-style-type: none"> · Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus and to develop sequences that show an awareness of their audience. · Children will plan and perform a sequence with a partner. · They will choose their own apparatus and design a simple layout. <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>Key knowledge</p>	<p style="text-align: center;">Future learning</p>	
<p>Children will need to understand how to develop sports specific skills.</p>	<p>Secondary School gymnastics curriculum</p> <p>In KS3, the children will learn how to develop their technique and improve their performance.</p>	

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

Understand the importance of identifying appropriate equipment to enhance performances.

- *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 re sources

Hopping



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Skipping



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Side gallop



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Standing jump



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