



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
<u>Values</u> - Self-belief - Concentration <u>Vocabulary</u> - space - apparatus - agility - sequence - control - travel - support	Previous learning	<u>Aim and success criteria of educational gymnastics for year 1</u> - 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. <u>Breakdown of skills</u> Hopping - 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
	Year 1 learning	
	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; - 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.	
Key knowledge	Future learning	Skipping
Children need to understand how to find and use space safely.	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; - Shape - wide, thin, dish, arch, tuck - Travelling - feet - jog, skip, gallop, hop, walk forwards, backwards.	- 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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