

Gymnastics Unit 1 End of Unit assessment

Expectations	Key Learning Objectives	Children outside expectations
some children will not have made so much progress. They will be able to:	explore basic gymnastic actions and develop some control and coordination; begin to associate these actions with words, signs and symbols; link and repeat actions with help; understand how to use space and apparatus safely; change their movements to avoid other children; feel the difference in their body when they are tense and relaxed, and stretch fingers and toes; know how to start and finish their movement phrases	
most children will be able to:	show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases	
some children will have progressed further. They will be able to:	perform longer movement phrases with clear beginnings, middles and ends; repeat these sequences accurately and consistently; perform the basic gymnastic actions with control and variety; link 'unlike' actions confidently; describe what they feel like when they are tense, relaxed, stretched and curled; describe their own and others' movements, balances and body shapes, using appropriate language accurately	

Class:

Date:

Signed:

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Gymnastics Unit 1

Year 1

Prior Knowledge

Pupils should have:

- developed the ability to follow simple instructions
- gained confidence in lifting, carrying and placing small apparatus
- developed sound jumping and landing techniques
- experienced using space safely, taking account of others
- learned vocabulary for the basic actions of gymnastics, *eg roll, jump, climb*, and can name some body parts

Key knowledge I need to understand

In this unit children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, *eg two jumps, or two rolls*.

Pupils will:

- show basic control and coordination when travelling and when remaining still;
- choose and link 'like' actions;
- remember and repeat these actions accurately and consistently;
- find and use space safely, with an awareness of others;
- identify and copy the basic actions of gymnasts;
- use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled;
- describe what they do in their movement phrases

How I will show what I have learned

Pupils can:

COPY STRETCHING MOVEMENTS FOR DIFFERENT PARTS OF THE BODY.

PERFORM SIMPLE ROLLS E.G. FORWARD, PENCIL, TEDDY-BEAR.

BALANCE USING HANDS, FEET OR SEAT.

CREATE DIFFERENT SHAPES WHEN BALANCING E.G. THIN, WIDE, TWISTED, CURLED.

COPY SHORT MOVEMENTS TO COMBINE SIMPLE BALANCES. E.G. BALANCE - TRAVEL - BALANCE

TRAVEL IN DIFFERENT WAYS E.G. JUMPING, SKIPPING, WALKING, LEAPING, HOPPING ETC.

What's next?

This unit lays the foundations for gymnastics in year 2, when children will increase their range of basic gymnastic skills and put together a short sequence of 'unlike' actions, *eg a balance, roll and jump*, with a starting and finishing position. They will link actions on the floor with actions on apparatus. They will work with a partner, copy sequences, and begin to use more challenging apparatus. They will lift, carry and place apparatus correctly, and learn how exercise affects the body. They will watch gymnastic performances and learn to describe what they see. In other physical education units, children will use the same range of 'travelling' ideas. In dance they will use them to express ideas and feelings, and in games they will develop running and jumping actions, often using or carrying equipment.

What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide, along, around, across, on, off, over, under, through, tension, extension, relaxation

words to describe:

speed, *eg stop, still, slowly,*

shape, *eg tall, long, wide, narrow,*

direction, *eg up, down, forwards,*

level, *eg high, low,*

pathway, *eg zigzag, straight,*

body parts, *eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies,*

Key resources: Scheme of Work

Y1 Gymnastics unit 1a and 1b



Additional related experiences: