



# Movement through Gymnastics - Knowledge Organiser

## Skills

### KS1

To be able to use simple body management i.e movement, shapes & balances. Show basic body management using travelling at different heights. Demonstrate basic shapes individually and with partner

Use low level apparatus to improve dynamic & static stability  
Perform using mirroring and in unison

### LKS2

Pupils should be taught to: Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus  
Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling] Choose and link skills and actions in short movement phrases. Incorporate mirroring, unison, canon, counter balance, introducing group balances

### UKS2

Pupils should be taught to create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment. Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed  
Include variations in level, speed and direction in their sequences

## Vocabulary

**KS1** place, stretch, push, pull, hop, skip, step, spring, crawl, still, slowly, tall, long, Travel, Stillness, Direction, Space, Beginning, Middle, End, Feelings, Body, parts, Levels, Directions, Pathways, Speed, Rhythm, Land, Over, Jump, Off, High, Low, Stretch, Point, Balance, Twisted, Curled, Level, Backwards, Sideways, Forwards, Zig zag, Under, Through, Behind, Tension, Copy, Smooth, Sequence, Height,

**LKS2** Flow, Explosive, Symmetrical, Combination, Evaluate, Improve, Stretch, Refine, Adapt, Pathway, Curled, Stretched, Suppleness, Strength, Jump, Land, Over, Under, Quarter turn, Half turn, Forwards, Backwards, Combine, Rotation, Evaluate, Improve, Body tension

**KS2** Dynamics, Combination, Contrasting, Control, Mirroring, Matching, Accurately, Refine, Evaluate, Display, Asymmetry, Performance, Create, Symmetry, Refinements, Muscles, Joints, Explore, Rotation, Spin, Turn, Shape, Endorphins Landing, Take-off, Flight  
Co-operate, Audience, Refine, Aesthetically, Extension, Combination, Canon Counter-tension, Counter-balance, Imaginative, Parallel, Creativity, Flight, Timing

## Sequence of knowledge

### KS1

Copy & explore basic actions with control & coordination  
Develop my range of skills across all areas; balance, rolling, jumping, turning, travelling & basic shapes  
Begin to choose & link simple actions recognising and using space appropriately  
Begin to discuss my own work and share observations of my peers  
Talk about how Gymnastics help my body be healthy and strong

### LKS2

Copy, remember, explore & repeat simple actions, and link & vary ideas with control & coordination  
Create and perform fluent sequences on the floor and using apparatus.  
Apply and link ideas to create simple sequences alone & with others  
Include variations in level, speed and direction in their sequences  
Describe my own & others work noting similarities & differences  
Make suggestions for improvements in my own and other work  
Talk about about the importance of working safely  
Discuss the basic changes in my body both short and long term  
Describe how gymnastics is good for me physically and mentally

### UKS2

Perform & create movement sequences with some complex skills & displaying accuracy & consistency  
Build upon and use a wide range of floor work skills in complex sequences alone & in groups.  
Show an ability to innovate and be creative  
Analyse skills & can suggest ways to improve quality of performance showing increased knowledge & understanding  
Introduce challenging skills such as; mirroring, unison and counter balance.  
Discuss knowledge surrounding the benefits of Gymnastics for long term health and wellbeing using accurate vocabulary

## Examples of developing the whole child

### Social

Listening to others ideas and views. Encourage pupils to be tolerant and listen to each other views. Discuss incorporating each others ideas into their sequence. For example if one member can't yet perform a teddy bear roll, agree on an alternative for this team member.

### Affective

Consider the safety implications of working on complex skills such as a split leap and the use of apparatus. As pupils to consider how others may be affected in terms of self esteem/confidence

### Physical

Pupils can begin to think about the quality of their movements while performing a dish roll for example. Discuss how to improve the fluency of the movement. For example tempo/timing and creating body tension to add control

### Cognitive

Pupils can start to consider how to link a range of skills to ensure the performance is aesthetically pleasing. Discuss the use of traveling skills and different pathways i.e. skip or gallop on a curves or angular pathway.

