

# Knowledge Organiser: Year 3 Gymnastics Unit 2



**Prior Learning:** Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

**Unit Focus:** Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.

## Key Questions:

- 1. What is a dynamic and static stretch?
- 2. How can you make transitions smooth and fluent?
- 3. How can you improve body tension?
- 4. Can you suggestions other actions to include in your sequence?

Key Vocabulary/Skills	
Smooth transitions.	Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.
Bouncing	
Half Lever.	
Fluency.	
Extension.	

## Concepts:

Dynamic stretching improves mobility while moving through a range of motion, often in a manner that looks like the activity that is going to be performed. Static stretching is holding a stretch without movement.

**Head:** Able to identify some primary muscles.

**Hand:** Develop body management over a range of floor exercises.

**Heart:** Comment on a peer’s gymnastic sequence, describing what they did well.

