

Knowledge Organiser: Year 6 Gymnastics Unit 2



Prior Learning:

Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

Unit Focus:

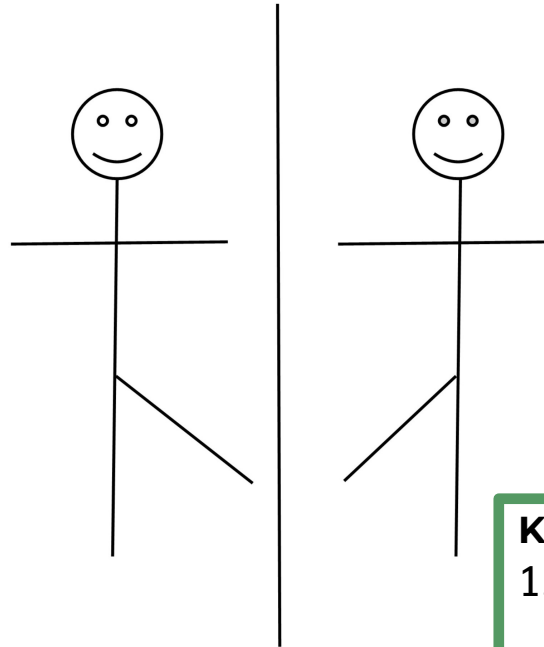
Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.

Head: Compose a sequence which will achieve the highest score against criteria.

Hand: Perform increasingly complex sequences.

Heart: Work independently and in small groups to make up sequences to perform to an audience.

Equipment needed: Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops, box tops, stopwatch, music player.



Key Vocabulary/Skills

Choose appropriate elements.

Perform to music.

Devise sequence using a criteria.

Group patterns.

Timing.

Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

Key Questions:

1. Why is it a challenge to adapt your sequence to fit in with a timescale?
2. Which were your favourite elements to perform?
3. What is stimuli?
4. Can you suggest any different compositional ideas that may be used?

Concepts:

Stimulus is something that causes a reaction, especially interest, excitement or energy added into a gymnastics sequence such as music or objects including ribbons and balls.

