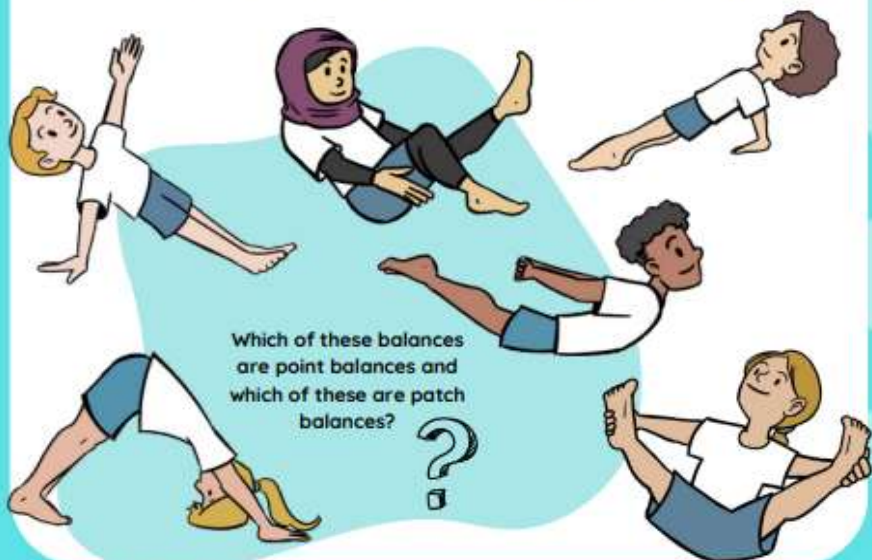


Knowledge Organiser

Gymnastics Year 3

About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps, rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



Key Vocabulary

- body tension:** squeezing muscles to help to be stable when performing actions
- contrast:** different to one another
- control:** being able to perform a skill with good technique
- direction:** forwards, backwards, sideways
- extend:** to make longer
- flow:** smooth link
- landing position:** a stable position used after jumping
- match:** the same
- matching:** to perform the same action as someone else
- patch:** a large body part
- point:** a small body part
- take off:** the moment a person begins jump



Ladder Knowledge



Shapes:
Use body tension to make your shapes look better.

Balances:
Make your balances look interesting by using different levels.

Rolls:
Tuck your chin to your chest in a forward roll.
Roll onto the top of your shoulders

Jumps:
Change the take off and shape of your jumps to make them look interesting.



Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

This unit will also help you to develop other important skills.

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Point and Patch

What you need: a soft, flat surface.

How to play!

- Create a sequence using three or four balances, include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



www.getset4education.co.uk

If you enjoy this unit why not see if there is a gymnastics club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Head to our youtube channel to watch the skills videos for this unit.

@getset4education136



Get Set 4 Education

Knowledge Organiser

Dance Year 4

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

This dance is inspired by a spy!

The Spy Set Phrase

- Counts 1-4:
Creep forwards lightly on your toes, looking from side to side.
- Counts 5-8:
Stand with your feet shoulder width apart, bend your knees. Transfer weight from left to right, turning your head from left to right. Repeat other side.
- Counts 1-4:
Step whilst turning, travelling sideways to the left.
- Counts 5 and 6:
Kick your right foot round in a circle.
- Counts 7 and 8:
Run backwards quickly.

CARNIVAL TIME

Samba music has its roots in Brazilian and African music.

Music and dance play a major role in the Rio de Janeiro Carnival.

States of Matter				
solid	actions	dynamics	space	relationships
	kick lunge stamp step slide	strongly heavily robotically	same level straight pathways	unison side by side in contact matching
	slide wave twist ripple extend	smoothly fluidly gently gracefully	curved pathways varied directions	some performers in contact canon
	spin leap roll jump kick	smoothly gently fluidly	varied directions pathways levels	random timing not in contact spaced

The Twist

- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

Key Vocabulary

- action:** the movement a performer uses e.g. travel, jump, kick
- action and reaction:** one movement has an effect on another movement e.g. push/pull, up/down, forward/backward
- canon:** when performers complete the same action one after the other
- dynamics:** how an action is performed e.g. quickly, slowly, gently
- expression:** actions or gestures used to share thoughts or feelings
- flow:** actions that move from one to another easily
- formation:** where performers are in the space in relation to others
- match:** to perform the same action as someone else
- mirror:** reflecting the movements of another person as if they are a reflection

- mirror:** reflecting the movements of another person as if they are a reflection
- order:** the sequence of actions
- performance:** the complete sequence of actions
- phrase:** a short sequence of linked movements
- relationship:** the ways in which dancers interact; the connections between dancers
- represent:** to stand for something
- rhythm:** a strong, regular repeated pattern of movement
- space:** the 'where' of movement such as levels, directions, pathways, shapes
- structure:** the way in which a dance is ordered or organised
- timing:** moving to the beat of the music
- unison:** two or more people performing the same movement at the same time

Ladder Knowledge



- Actions:** Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.
- Dynamics:** Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.
- Space:** Space can be used to express a certain character, mood or idea.
- Relationships:** Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation



You should be bare foot for dance.
Ensure you always work in your own safe space when working independently.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk.

Family Fun Dance

- How to play:**
- Think of the typical gestures and movements some of your family members do all of the time.
 - Decide on two or more typical movements for each person.
 - Link these into a dance performance and add some music to your dance.
 - Perform to your family.
 - If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.

www.getset4education.co.uk

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

Balance, co-ordination, flexibility.

Head to our youtube channel to watch the skills videos for this unit.



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