

# Knowledge Organiser Gymnastics Year 5

## About this Unit

Gymnastics began in ancient Greece as a way to exercise and develop physical strength. The Ancient Greeks practiced gymnastics as a way to prepare for war. In 1896, the first modern Olympics took place in Athens, Greece. Gymnastics was a key part of the Olympic events and traditions and still is to this day.



## Key Vocabulary

**asymmetrical:** not equal on both sides  
**canon:** when performers complete the same action one after the other  
**cartwheel:** an inverted movement performed on hands and feet  
**decide:** to choose  
**extension:** moving a body part outwards or straight  
**identify:** recognise  
**inverted:** where hips go above head  
**matching:** to perform the same action as someone else  
**mirroring:** reflecting the movements of another person as if they are a reflection  
**momentum:** the direction created by weight and power  
**observe:** watch  
**pathways:** designs traced in space (on the floor or in the air)  
**performance:** the complete sequence of actions  
**quality:** the standard of the skill  
**stable:** to be balanced  
**symmetrical:** two parts that match exactly  
**synchronisation:** moving at the same time  
**transition:** moving from one action or position to another



## Ladder Knowledge



| Shapes:                           | Inverted movements:   | Balances:   | Rolls:  | Jumps:  |
|-----------------------------------|---|---|---|---|
| Shapes underpin all other skills. | Sometimes you need to move slowly to gain control and other times you need to move quickly to build momentum. | Use contrasting balances to make your sequences look interesting. | Work within your own capabilities, this may be different to others. | Use jumps to link actions. Change the shape of your jumps to make your sequence look interesting. |

## Movement Skills

- symmetrical and asymmetrical balances
- rotation jumps
- straight roll
- forward roll
- straddle roll,
- backward roll
- cartwheel
- bridge
- shoulder stand

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

|                  |  |
|------------------|--|
| <b>Social</b>    | work safely, support others, collaboration   |
| <b>Emotional</b> | confidence, perseverance, resilience, determination  |
| <b>Thinking</b>  | observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences |

## Strategy

Use different pathways 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.

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

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

## Limbo



**What you need:** a long stick or rope (maybe dressing gown ropes tied together), three people.

### How to play:

- Two people hold either end of the stick at chest height.
- Top tip: hold it in cupped hands so that it will fall easily when touched.
- Players take turns going under the stick without touching it. Each time they complete a round the stick gets lowered.

Rules: Only your feet can touch the floor.

Top tip: bend your knees and lean as far back as needed to travel under the stick.



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



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### About this Unit

OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision making and teamwork skills. In this unit, you will learn these skills then put them into practise in orienteering activities.

To be able to successfully take part in orienteering activities, you will need to have good navigation skills. Being able to read a map and use a compass are important navigation skills which will help you to go on amazing adventures.

When you know how to navigate, you're less likely to get lost, it will give you freedom to visit new places and learn about the world.

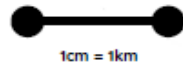
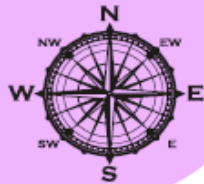
#### Compass:

A compass is a small device with a needle that always points to magnetic north and helps you to figure out the direction wherever you are!

Compasses work because the Earth has a magnetic field, like a big invisible magnet that pulls one end of the compass needle toward the north. This means the other end of the needle points south!

The four main directions are north, south, east, and west. There are also directions in between the main ones. For example, northeast is between north and east, and southwest is between south and west.

To use a compass, hold it flat in your hand or on a surface. Make sure the needle can move freely. Then, slowly turn yourself until the needle lines up with the "N" for north on the compass. Once you've found north, you'll know all the other directions as well!



1cm = 1km

### Key Vocabulary

**cardinal points:** the four main compass directions: north, south, east, and west

**compromise:** come to an agreement

**concise:** give information clearly

**critical thinking:** evaluate to improve

**landmark:** a location on a map

**navigation:** plan and / or follow a route

**negotiate:** to agree on shared terms

**orientate:** to turn a map so that it always faces the same way as the ground it represents

**solve:** to find an answer

**strategy:** a plan of action to complete a set task or challenge

**verbal:** communication with voice

**visual:** communication with eyes



### Ladder Knowledge



#### Problem solving:

There may be more than one way to solve a challenge. Using trial and error may help to guide you to the best solution.

#### Navigational skills:

Using a key helps you to identify objects and locations on a map.

#### Communication:

Being descriptive but concise when giving instructions e.g. 'two steps to the left' will help you to communicate clearly.

#### Reflection:

Reflecting on when you are successful at solving challenges will help you to alter your methods to help you improve.

### Movement Skills

- balance
- co-ordination
- run at speed
- run over distance

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

**Social** negotiation, communication, leadership, work safely

**Emotional** empathy, confidence, resilience

**Thinking** problem solving, reflect, critical thinking, select and apply, comprehension

### Rules

Abiding by rules will help everyone to play fairly and solve challenges.

### Healthy Participation



- Listen carefully to safety rules for each challenge considering the space, equipment and other people.
- Work safely around others.

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



How will this unit help your body?

balance, co-ordination, speed, stamina

### Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Blindfold Obstacle Course



**What you need:** A blindfold which could be a tea towel or jumper. Two or more people.

#### How to play:

- Create an obstacle course using whatever you can find e.g. cushions, chairs, clothes horse etc.
- One person begins blindfolded and the other person guides them around the obstacle course.



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### About this Unit

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

#### Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

#### Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and co-ordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.

#### Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest. The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.



#### Chinese New Year

This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

Each year relates to an animal.

The lion represents joy and happiness.

The longer the dragon is in the dance, the more luck it will bring to the community.

### Key Vocabulary

- actions:** the movement a performer uses e.g. travel, jump, kick
- canon:** when performers complete the same action one after the other
- choreograph:** create a sequence of actions or movements
- choreography:** the sequence of actions or movements
- collaborate:** work jointly with others
- dynamics:** how an action is performed e.g. quickly, slowly, gently
- formation:** where performers are in the space in relation to others
- genre:** a style
- motif:** a movement phrase that relates to the stimulus that is repeated and developed throughout the dance
- pathway:** designs traced in space (on the floor or in the air)
- performance:** the complete sequence of actions
- phrase:** a short sequence of linked movements
- posture:** the position someone holds their body in
- quality:** the standard of the skill
- relationship:** the ways in which dancers interact; the connections between dancers
- 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
- transition:** moving from one action or position to another
- unison:** two or more people performing the same movement at the same time

### Ladder Knowledge



**Actions:**  
Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

**Dynamics:**  
Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

**Space:**  
Space relates to where your body moves both on the floor and in the air.

**Relationships:**  
Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

### Movement Skills

- actions
- dynamics
- space
- relationships

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

**Social** collaboration, consideration and awareness of others, inclusion, respect, leadership

**Emotional** empathy, confidence, perseverance

**Thinking** creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

### Strategies

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

### Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

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.

### Home Learning

#### Dance by Chance

**What you need:** random objects

**How to play:**

- Choose 10 objects that can be safely thrown e.g. feather, sponge, towel.
- In a safe area, throw the object into the air and observe the way it travels in space and the dynamics of the movement to create your own actions inspired by the object.
- Number each object 0-10.
- Use your first 10 numbers from a familiar phone number to give you the order for your actions.

Add music to your dance if you would like.

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# Knowledge Organiser

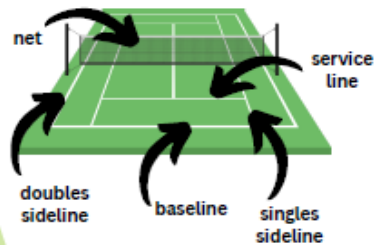
## Tennis Year 5

### About this Unit

Tennis is a net and wall game. It is played over a net with a racket and ball and can be played as a 'singles' (1v1) competition or 'doubles' (2v2) competition.

The area on a court is different if you play singles or doubles. In doubles, the court is wider.

Tennis has four major competitions a year called the 'Grand Slam'. They are Wimbledon (played on a grass court), the French Open (played on clay) and the US and Australian Opens (played on hard court).



#### Net and Wall Games Key Principles

| attacking              | defending                     |
|------------------------|-------------------------------|
| score points           | limit points                  |
| create space           | deny space                    |
| placement of an object | consistently return an object |

Can you think of any other net and wall games that share these principles?



### Key Vocabulary

- adjust:** move feet to get in a better position
- baseline:** the back line of the court
- consecutive:** in a row
- continuous:** keep a rally going
- dominant:** preferred side
- groundstroke:** allow the ball to bounce once
- non-dominant:** weaker side
- option:** possible choices
- pressure:** to add challenge
- readjust:** move feet again to get in a better position
- release:** the point at which you let go of an object
- serve:** used to start a game
- situation:** things that create what happens
- tactic:** a plan that helps you to attack or defend
- technique:** the action used correctly
- volley:** to play the ball before it bounces



### Ladder Knowledge



**Shots:**  
Use a volley if you are close to the net, otherwise use a groundstroke.

**Serving:**  
Use an underarm serve to start a game or rally. Use the rules for serving when playing against an opponent.

**Rallying:**  
Choosing the right shot will help to keep the rally going. Control is more important than power to keep a co-operative rally going.

**Footwork:**  
Use small, quick steps to adjust your stance to play a shot.

### Movement Skills

- forehand groundstroke
- backhand groundstroke
- rallying
- underarm serve
- forehand volley
- backhand volley

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

- Social** encourage and support others, co-operation, collaboration, communication
- Emotional** perseverance, honesty
- Thinking** observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics

### Rules

- Win a point if:**
- Opponent hits the ball in the net
  - Opponent hits the ball out of the court area
  - Opponent misses the ball or it bounces twice
  - Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault)

#### Serving rules:

- Ball must bounce over the net and before the service line. If playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net and bounces in, it is called a 'let' and they have their first serve again.
- If a pupil fails to hit their serve 'in' after second serve, the point is awarded to their opponent.
- In a game, you serve for one whole game then switch.

### Tactics

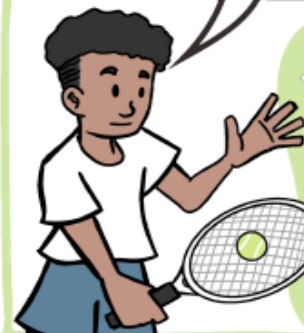
- Tactics are important because they help you to outwit an opponent.
- They are plans that you can use to help you to score points, attacking tactics, or stop an opponent from scoring, defending tactics.
- You might use different tactics depending on who you are playing against or the situation.

### Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Stay a safe distance from one another when using the racket.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

### Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Rally

**What you need:** a ball or rolled up pair of socks, a hardback book or racket and one or more players.

#### How to play:

- Count how many times you can hit the ball up to yourself using your book/racket. Try to keep the ball in the centre of the book/racket for good control.
- Can you do this standing on one foot?
- If you have another player, how many times can you send the ball to each other before it hits the floor?
- Make this easier by using socks or by allowing the ball to bounce once in between hits.
- Make this easier by one person using a book/racket and the other their hands.

What was your highest score?



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