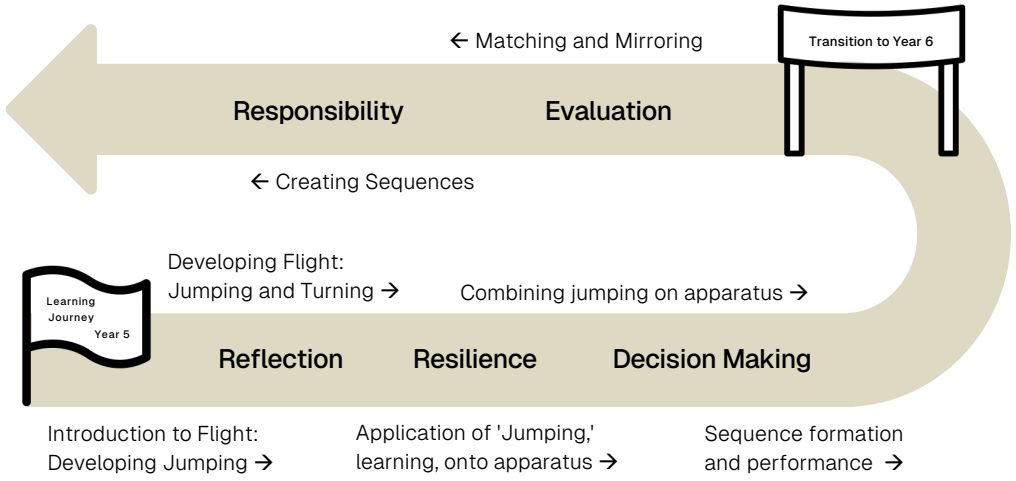
Knowledge Organiser

Flight Year 5

Unit Purpose

The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence.



Inspire Me

Did you know that gymnasts use chalk on their hands help them grip the apparatus. The chalk helps absorb sweat and reduces slipping.



Complete P.E.™

Key Success Criteria

Physical, Cognitive, Social and Emotional Unit Success

P Pupils will execute a variety of jumps on the floor and apparatus and use these jumps to create a sequence of movements in groups that flows.

C Pupils will apply life skills such as reflection and decision making as they recognise the strengths and weaknesses in their sequences and find ways to improve them.

S Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.

E Pupils will apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance and can hold it still for at least four seconds.

Flight: Flight in gymnastics, refers to a moment when the gymnast is suspended completely in the air without hands or any other part of the body touching the floor.

Jump: Jumping is described as the transfer of weight from one or both feet to both feet. Jumping is divided into three parts: take-off, flight and landing.

Turn: A turn is a rotation of the body about the vertical axis.

Landing: Landing is the final phase in a jump. We must take care to land safely, absorbing force by bending our knees and sinking down.

Flow: This is when a gymnast moves from one action to another without stopping.