

# PHYSICAL EDUCATION KNOWLEDGE ORGANISER

## Year 3 Gymnastics activities – Symmetry & asymmetry

### I will learn...

#### HANDS

to understand how to use my body to make symmetrical & asymmetrical shapes on my own & with a partner on floor & apparatus.  
to develop ways to work with a partner when linking actions in a sequence.  
how to use an i-Pad to capture still images of shapes.  
to practise flexibility in my movements and shapes  
to work with my partner in unison, experimenting with varying directions.  
how to perform good quality actions and shapes.

#### HEAD

to know what symmetry and asymmetry mean and how I can check for it when making shapes with my body and with a partner using an invisible mirror line.  
to create, remember & repeat sequences on my own & with a partner.  
to think about changing levels when still & travelling.  
to plan and discuss performing shapes on apparatus with a partner to add variety.  
to choose how to transfer shapes from floor to apparatus with some success.  
how to describe if an action performed by others was good and then try to improve it.  
how to improve my flexibility and know why it is important in gymnastics.

#### HEART

to be safe at all times and follow instructions.  
to carry and move apparatus carefully and safely with others.  
to challenge myself to attempt and master more difficult skills.  
to explain the importance of a warm up and talk about how to stay healthy.  
to recognise and describe the effects of exercise on the body.  
to be confident to ask for help.  
to say positive things about my own ability and performances.

**Key questions:** What is the difference between symmetry and asymmetry? How do you decide if a shape is symmetrical / asymmetrical? What actions can you perform to link shapes? What actions can you use to get out of a shape? How can i-pads help us to improve our performance? Did you find it easy to ensure the whole shape was captured? How can you work together to create a smooth sequence?

#### Key vocabulary:

**Symmetrical** - a shape made that is the same on both sides of the body when made by a gymnast on their own or a mirror image of a partner when making the shape in pairs.

**Asymmetrical** - a shape made that is not the same on both sides of the body when made by a gymnast on their own or a mirror image of a partner when making the shape in pairs cannot be seen.

**Balance** – hold body in a shape and keep still.

**Squeeze** – tighten muscles to keep still.

**Centre of gravity** – an imaginary point in your body around which your body can balance. It needs to be above the base of your body touching the floor to be able to keep still.

**Levels** – shapes, linking moves and travel actions can be performed with the body on low, medium and high levels.

**Control** – actions can be started and stopped, shapes can be held still and directions travelled in can be changed efficiently.

**Quality** – performing actions and shapes at the best possible standard that a gymnast is capable of.

**Unison** – when gymnasts in a pair perform the same actions at the same time.

**Flexibility** – the ability to bend and stretch the body in different ways. Lots of gymnastics actions need good flexibility to be able to perform them.

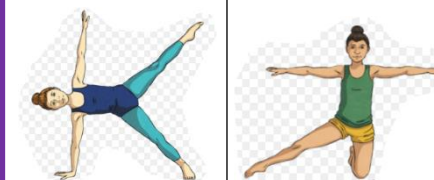
**Exercise** – activity using the body that maintains or improves fitness.



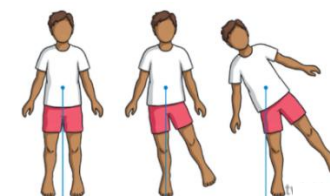
Symmetrical



Asymmetrical



Flexibility



Centre of gravity