

Topic: PE	Year group	Term
Gymnastics	Year 1	Autumn 2 6 sessions

Background knowledge

Mats are there to provide a safe area to perform a move but won't stop children from getting hurt if they fall. Children are taught not to walk across a mat. Gymnastics need to be done in bare feet, hair to be tied up, no jewellery to be worn.

Look at the Key Steps document and teaching points (how to improve) page before planning and teaching gymnastics.

Tops Gymnastics cards provide additional activities to support lesson objectives.

Children can help set up mats - 4 children to move a mat.

Limit the standing and waiting time - have more activities out / available (could have a station reinforcing prior knowledge).

Differentiate by using the STEP model

- Space - increase or decrease space
- Time - e.g. hold a balance for longer
- Equipment - use equipment such as bench, ribbons, hoops
- People - more or fewer people,

What should I already know?

To jump with control using two feet

Move in a controlled manner

Move confidently in a range of ways

Safely negotiate space

Can stand on one foot

National Curriculum Objectives / Key Skills	The Journey
<p>To develop balance, agility and co-ordination</p> <p>Actions refer to Key Steps 1</p> <ul style="list-style-type: none"> • I can perform actions safely • I can use different gymnastics shapes • I can perform on different levels on floor and apparatus • I can perform with control and accuracy 	<ol style="list-style-type: none"> 1. Step 1 body management (1-4) To practise a range of balances using points and bases (floor exercise 19) and turns (floor exercise 16-17) 2. Step 1 body management (5-6) To teach a range of rolls (must include teddy bear roll- floor exercise 6-8) 3. Step 1 body management (7)

<ul style="list-style-type: none"> • I can link and repeat basic actions • I can select actions to create a movement phrase (3 elements) 	<p>Teach and practise 2 foot jumps, travelling jump, 1 foot to 2 foot jump (Step 1-Vault) Practise on floor before moving onto apparatus.</p> <p>4. Step 1 body management (8-9) Teach forward roll (Floor Exercise 1-5) and rocking (Floor Exercise 12-15).</p> <p>5. To practise body management that needs improvement. To further practise vault card (apparatus). Model a sequence using 3 moves children are confident with (teacher led). (carousel of 3 activities 2 independent, 1 teacher led)</p> <p>6. To practise body management that needs improvement. To further practise vault card (apparatus). Model a sequence using 3 moves children are confident with (teacher led). (carousel of 3 activities 2 independent, 1 teacher led)</p>
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Outcomes
<p><i>An overview of what children will know / can do</i></p> <p>Working towards: I can perform 1 element of a sequence with control.</p> <p>Expected: I can perform 3 different elements of a sequence with control (rolls, balances, jumps).</p> <p>Exceeding: I am confident with most elements from Key Steps 1. I can perform the floor routine and could enter the Key Steps competition.</p>

Key Vocabulary

Balance - to hold a position without moving

Point - a small body part

Base - a large body part

Jump - to have both feet off the floor

Roll - to turn over in a particular direction

Turn - to move your body to face a different direction

Back support - a four point balance

Straddle - to sit with legs wide and straight

Flexibility - to move your joints freely

Spring board - a piece of apparatus used to aid a jump

Mat - a safe area to perform a move

Timeline / Diagrams

See Key Steps document (T: physical education, gymnastics)

Step 1 - Floor Exercise (Key Stage 1 - Years 1 & 2)

Children perform a set of 12 skills in sequence for 1 minute

Step 1 - How to improve the Floor Exercise

Numbers	Skill	Coaching Points
1,2	Stand	Feet shoulder width apart, arms straight
3	Clasp hands	One leg over the other, hands clasped
4,5	Straddle sit	Feet wide apart, hands on floor, sit back
6,7,8	Backbend	Feet wide apart, hands on floor, sit back
9,10	Roll over	Feet wide apart, hands on floor, sit back
11,12,13,14	Stand	Feet shoulder width apart, arms straight
15,16,17,18	Backbend	Feet wide apart, hands on floor, sit back
19	Stand	Feet shoulder width apart, arms straight
20,21,22	Backbend	Feet wide apart, hands on floor, sit back

For more information on gymnastics, please visit the gymnastics website: www.gymnastics.co.uk

Key Step
Gymnastics

Key people / places
Important people or places
Quotes

Assessment questions / outcomes
Can you balance on a point / base? Can you perform a roll? Can you jump and land using apparatus? Can you link 3 elements to make a sequence?