

Topic: PE	Year group	Term
Big apparatus/Fitness	Year 2	Autumn 2 6 Sessions

Background knowledge

This unit follows on from Gymnastics in Autumn 1 so skills can be built upon using big apparatus. It also incorporates fitness skills, which should be built into warm ups and carousels.

Wall apparatus will help children build confidence and strength. The main teaching will take place using beams, ladders and boxes. The teacher should be stationed here to support children in achieving the objective. Sessions will build up to children making a sequence using these pieces of equipment.

A carousel of activities will allow all children the chance to access the wall apparatus as well as the main teaching area during each session. Some of the activities in the carousel may not be using the apparatus, instead reinforcing prior learning or allowing children to practise skills such as balancing or travelling e.g. over mats or benches. To limit the standing and waiting time, organise the class into smaller groups and ensure there is enough equipment so that children aren't queuing for their turn.

Rules for children using wall apparatus:

- You can climb so that you can touch the top of the apparatus, but don't go over the top
- No shouting to the teacher or other children from the apparatus - this could cause a distraction

Please speak to Paula or Barbara if you are unsure about setting up any of the equipment.

Mats should be placed below equipment and are there to provide a safe area to perform a move but won't stop children from getting hurt if they fall.

Two adults should be present when using big apparatus - one to supervise and challenge children the apparatus and one to manage the other areas.

Sessions using apparatus need to be done in bare feet, hair to be tied up, no jewellery to be worn.

Tops Gymnastics cards provide additional activities to support lesson objectives or ideas for carousel activities.

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?

ELG

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

Year 1

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

I can link and repeat basic actions

I can select actions to create a movement phrase (3 elements)

National Curriculum Objectives / Key Skills	The Journey
To develop balance, agility and co-ordination, and begin to apply these in a range of activities Actions refer to Key Steps 1 - I can use different gymnastics shapes and actions - I can perform with control and accuracy - I can move smoothly from one action to another - I can create a sequence with a beginning, middle and end (4 elements) - I can repeat a sequence accurately - I can adapt my sequence to include apparatus	1. To use big apparatus safely and build confidence using big apparatus. 2. To travel across apparatus in different ways. 3. To jump off apparatus safely. 4. To create a sequence with a start and a finish - shape, travel over a mat, travel across apparatus, jump off, shape. 5. To adapt a sequence to different apparatus. 6. To improve and build upon a sequence.

Outcomes

Working towards: I can use the wall apparatus. I can travel across a beam. I can jump from a small height (bench or low box) and land safely and steadily.

Expected: I can use the wall apparatus confidently. I can think of different ways to travel across a beam. I can jump from a medium-high box and land safely and steadily. I can perform a sequence on apparatus with a clear start and finish.

Exceeding: I can use the wall apparatus confidently and in a range of ways. I can confidently perform a sequence with control and adapt for different apparatus.

Key Vocabulary	Timeline / Diagrams
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 Beam - a long, thin piece of wood or metal that you can travel across, over or under. Wall apparatus - climbing frame that comes out of the wall Ladder - a frame with steps to climb over and back down the other side	**add photos of apparatus set up in different ways**

Key people / places
Famous gymnasts: • Beth Tweddle • Max Whitlock

Assessment questions / outcomes

Can you travel across the apparatus in a different way?

Can you jump and land using apparatus from differing heights?

Can you link 4 elements to make a sequence?

Can you use a shape to start and finish your sequence?

How can you challenge yourself on the apparatus?

How could you adapt your sequence for a different piece of apparatus?