

Topic: PE	Year group	Term
Gymnastics	Year 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.

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,

A carousel of activities works well in Gymnastics:

- one group to practise prior teaching (independent)
- one group to continue to develop new teaching (either independent or teacher led)
- one group to extend and challenge (either independent or teacher led).

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 • 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	Learning Objectives - See additional planning 1. Shapes All children introduced to the shapes of straddle, tuck and pike. All children can use different gymnastic shapes. Some children are able to perform the shapes within the activity. Some are able to perform with control and accuracy. 2. Balancing All children to understand how to balance. Pupils can perform balances on small body parts. Pupils understand how to perform action safely. Some children are able to confidently balance in many different ways. 3. Jumping All children to understand how to land safely. Many children are able to perform with control and accuracy. Some children are able to perform on different levels. Some children are able to perform jumps in different directions. 4. Rolls All children to understand different ways to rock their bodies. All children understand different ways to roll. Some children are able to create a movement phrase using a beginning middle and an end. Some children are able to perform actions safely. 5. Travelling All children to understand different ways to travel. All children are able to link balances and travelling. Some children can perform actions on different levels on the floor and apparatus. Some children can move smoothly from one action to another. 6. Make a sequence

	All children to understand how to create a sequence. All children understand how to work with a group. Some children are able to confidently able to come up with different ideas for the group. Some children are able to confidently able to recall what they have learnt in previous weeks. 7.
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Outcomes
<i>An overview of what children will know / can do</i> Working towards: I can perform elements of a sequence with control. Expected: I can perform elements of a sequence with control and work in a group Exceeding: I am confident with most elements and can come up with ideas when working in a group

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 of 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	See additional planning.

Mat - a safe area to perform a move	
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Key people / places

Important people or places

Quotes

Question of the week

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| <ul style="list-style-type: none">• What does gymnastics mean to you?• Show me pike, straddle, tuck• What makes a good balance? Hold it for a count of 3• Tell me two things that make a good jump. eg Look forward not at the floor, stay still on the landing '1, 2, stuck like glue' if jumping from a height bend knees on landing, open feet a little.
Show me one jump e.g. cat leap, scissor jump• Show me a roll• Show me a sequence of 3 or 4 moves/elements |
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