

Gymnastics

Year group: 1

Term: Autumn 2

<p>Skills (weekly and page 1 warm up sheet):</p> <ol style="list-style-type: none"> 1. Shapes - gymnastic shapes on floor and using different body parts 2. Travel - basic animals travel movements using different levels 3. Balance - basic balance using spots on floor progressing to dynamic balance on apparatus 4. Rolling - basic gymnastics rolls: rock and roll and log roll 5. Jumping - basic jumping and landing techniques 6. Large Apparatus - using the apparatus for a wide range of gymnastics actions 	<p>Assessment Criteria</p> <p>Acquiring & Developing: basic gymnastics shapes on different body parts.</p> <p>Selecting & Applying: 2 like gymnastics actions, creating and performing a basic sequence.</p> <p>Knowledge & Understanding: explain that muscles help to move and hold positions still.</p> <p>Evaluating & Improving: show and name each of the basic positions.</p>
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Key vocabulary: WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, MOBILITY, STRETCH, TALL, LONG, NARROW, STRAIGHT, SMALL, TUCK, SQUAT, CURL, WIDE, STAR, BACK, TUMMY, BOTTOM, KNEES, FEET, SHOULDERS, HANDS, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE

<p>Curriculum links:</p> <ul style="list-style-type: none"> • Move with some control and awareness of space and link two or more actions to make a sequence • Show contrasts (e.g.: small / tall, straight / curved, wide / narrow) • Climb safely on low level equipment and stretch and curl to develop flexibility

Resources: National Curriculum 2013. Staffshare/ Planning and Progression PE/Year 1/ Autumn 2 / Gymnastics lessons pdf. & Sport specific knowledge organisers in file.

1. Shapes	2. Travel	3. Balance	4. Rolling	5. Jumping	6. Large Apparatus
<p>Hold shapes clearly, with good quality and extension</p> <ul style="list-style-type: none"> • Use imaginative ways of moving between shapes: turn, jump, wiggle etc. • Watch closely to identify the shapes and comment on good quality work. Give positive feedback to the performers • Improve their own performance by watching good examples by others 	<p>Travel fluidly with good quality, control and extension</p> <ul style="list-style-type: none"> • Use imaginative ways of moving between shapes: turn, jump, wiggle etc. • Watch closely to identify the shapes and comment on good quality work • Give positive feedback to the performers • Improve their own performance by watching good examples by others 	<p>Use different combinations of hands and feet to create bridge.</p> <ul style="list-style-type: none"> • Make imaginative shapes while balancing on larger body parts • Focus eyes ahead and squeeze muscles tight to help maintain control • Listen to which apparatus they are moving to next to avoid confusion, ask the children to move on teachers command: "Hoops move to spots" etc. 	<p>Roll smoothly, with good quality and extension</p> <ul style="list-style-type: none"> • Watch closely to identify the shapes being used and comment on quality • Give positive feedback to the performers • Improve their own performance by watching good examples by others 	<p>Remember and repeat their favourite jumps</p> <ul style="list-style-type: none"> • Give positive feedback to the performers • Improve their own performance by watching good examples by others <p>Jump with quality, showing extension in the air and control on landing</p> <ul style="list-style-type: none"> • Watch closely to identify the shapes used and comment on good quality 	<p>Help layout apparatus, abiding by the Apparatus Safety rules (Training up a few children to be apparatus monitors, maybe easier to set up large apparatus in advance, allowing all children to help place mats where you and they think appropriate)</p> <p>Hold start and end shapes clearly, with good quality and extension</p> <ul style="list-style-type: none"> • Link smoothly into appropriate gymnastics action • Watch closely to identify the shapes and comment on good quality work