

Gymnastics

Year group: 2

Term: Autumn 2

<p>Skills (weekly lessons and use 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>
---	---

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

Curriculum links:

- 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 2/ 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> <p>Can the children think of different body parts you can use to perform the straight, tuck and star shapes on?</p> <p>As a class group, explore straight using ideas the children come up with.</p> <p>Can you make shapes on your: Back Tummy Bottom Knees Feet Side Shoulders Hands Hands/Feet.</p>	<p>Travel fluidly with good quality, control and extension</p> <ul style="list-style-type: none"> • Watch closely to identify the levels and directions used • Give positive feedback to the performers, comment on good quality work • 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 • • Focus and concentrate on their partners movements • Use different positions with both right and left arm to challenge partner • Work on timing, can they hide who is leading from the teacher? 	<p>Roll smoothly, with good quality and extension</p> <p>Begin slowly, with simple actions to help partner to copy</p> <p>Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</p> <ul style="list-style-type: none"> • Use sufficient space for their work, being aware of others working near • Use only those skills in sequence which they can already competently perform 	<p>Remember and repeat sequence of 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>Trust their partner, by leaning/pulling away from each other to get to standing</p> <ul style="list-style-type: none"> • Be responsible for themselves and their partners safety 	<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 • Improve their own performance by watching good examples by others