


**P.E- Lower Key Stage One - Gymnastics Yr1 and Yr2**

<u>Pupils should be taught to:</u>	<u>How we do this in Y1</u>	<u>How we do this in Y2</u>	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p><b>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p>	<p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Key body shapes will be modelled and children will copy e.g. star, tuck, pike, arch, dish, straddle, front support back support, focus on holding position</li> <li>- Children will learn how to link different shapes together, focus on holding position and transition</li> <li>- Different movements will be modelled e.g. high, medium and low. Children are to copy and create own movements</li> <li>- Children are to move in different ways on benches/apparatus. e.g.</li> </ul>	<p>Continue to embed already taught vocabulary from previous year model where possible as a recap.</p> <p>Introduce new vocabulary where possible model</p> <ul style="list-style-type: none"> <li>- Build on ways of travelling high, medium and low, exploring ways of changing level as they travel – knowing which are easy and which are hard. Focus on smooth transition.</li> <li>- Model rolls including forward, pencil and teddy bear and how these can help with smoother transition</li> <li>- Using a wider selection of apparatus, children are to explore different ways of traveling (over, under,</li> </ul>	<p><b>Yr 1</b></p> <p>Mats; laminated pictures of shapes</p> <p>Picture prompts for high medium and low movement.</p> <p>Benches Low steps/ low level equipment Agility/trestle tables Movement/balance spots Hoops</p>  <p><b>Year 2</b></p>	<p><b>Vocabulary Yr1</b></p> <p>Shape, star, tuck, pike, arch, dish, straddle, front support back support relaxation, extension, body tension, muscles, strength, jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing,</p> <p><b>Vocabulary Yr2</b></p> <p>Travel, levels, sequence, combine, travel shape, wide, narrow, limbs, jump, roll, forward roll, log roll, transition, curled, twisted, path, zig zag, curved, balance, link, tuck, squat, curl, back, tummy,</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- Review previous learning/ vocabulary</li> <li>- Clear modelling of new teaching</li> <li>- Pupil/ group activity</li> <li>- Review/ re model</li> <li>- Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points</li> <li>- Cool down</li> </ul> <p>Please note pupils should be active a minimum of 80% of the session</p>

	<p>over, under through, push, pull, slide</p> <ul style="list-style-type: none"> <li>- Explicit modelling of how to balance on different parts of the body e.g hands, feet and foot. Children are to create own balances and then work with a partner to create balances</li> <li>- Children are to create their own sequences ensuring they link 3 different actions together i.e. jump, travel, balance.</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can copy stretching movements for different parts of the body.</li> <li>- he/she can balance using his/her hands, feet or seat.</li> <li>- he/she can copy short movements to combine simple balances. e.g. balance - travel - balance</li> </ul>	<p>through and around changing levels as they move) and balancing using combinations of body parts to create balances e.g. thin, wide, twisted, curled. This will lead onto building on a partner sequence</p> <ul style="list-style-type: none"> <li>- Explore different travel around and on various pathways including straight, zig-zag, curved. Use key skills to travel alone and with a partner.</li> <li>- Children are to explore how to step into jump and balance and how to jump and land safely.</li> <li>- Children are to jump and perform a shape whilst in the air. Children are to build this into a partner sequence using all pervious skills e.g. travel level, paths, transition, balancing</li> </ul>	<p>Laminated prompt cards for balances and travels Mats Benches Spring boards Agility/trestle tables Balancing beams Gym ladder Climbing frame Rope Balance/ movement spots</p>	<p>knees, tension, tight, muscles, landing, safety,</p>	
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