



## Year 2 – Gymnastic (Body Awareness)

<b>Key Focus of the Unit</b>	<b>About This Unit</b>  - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  - Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.  <b>Linking to Class Topics</b>  - The opportunities to link to different topics should be utilised through movements, balances and actions where possible.  <b>Health and Safety</b>  - All children to be in full PE kit throughout the lesson.  <b>Progressions</b>  - All abilities should be given the opportunities for progression as well as deeper learning and understanding where necessary.		
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Safe preparation of gymnastics equipment.</li><li>• Travelling with change of speed and direction.</li><li>• The correct positioning for teddy bear and pencil rolls.</li><li>• How to perform movement sequences.</li><li>• How to develop awareness through varying body balances.</li></ul>	<b>Vocabulary:</b>	Forwards Backwards Sideways Roll Slow Body parts Shapes Jump Travel Stretch Wide Narrow Stretch Push Pull Step

			<p>High</p> <p>Low</p> <p>Copy</p> <p>Land</p> <p>Balance</p> <p>Still</p> <p>Crawl</p> <p>Tall</p> <p>Long</p>
<p><b>Prior learning/Understanding</b></p>	<p>In Year 1 the children began to show an awareness of personal and general space. They started to move with some confidence, imagination and safety. Children travelled using 'caterpillar', 'monkey' &amp; 'crab' walk and 'crawling soldier' position. They also discussed safety when using apparatus.</p>	<p><b>Key Local Links for Extra Curricular Sporting Opportunities:</b></p>	<p>Gymnastics at Workington Leisure Centre</p>
<p><b>Future learning/Understanding</b></p>	<p>Moving forward the children will learn to perform the shapes 'Skydiver' &amp; 'Bridge'. They will begin to focus on making movements accurate, clear and consistent and begin to use counter balance. They will be introduced to the concept of symmetry in routines and shapes and combine action, balance and shape.</p>	<p><b>Safety Points and Common Misconceptions:</b></p>	<p>Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving. If using apparatus or equipment, always discuss the importance of safety beforehand.</p> <p>To ensure quality teaching in gymnastics it should not just be instructional teaching. Children need to contribute to their own learning through demonstration, discussion, suggestion, evaluation and observation. This is reflected in the four core strands of learning identified in the National Curriculum for Physical Education and also reflected in the expectations outlined on FFT. Good organisation of apparatus for example- ease of access to apparatus, handling of apparatus in a safe and efficient manner. Sufficient apparatus, appropriately placed will avoid queues or time wasting.</p>
<p><b>Suggested Activities</b></p>	<p>'One footed balance' - Place the gym mats, agility tables and benches throughout a set space. Ask children to find a space between all of the apparatus and begin exploring balancing on one foot. Attempt: strong foot, weak foot, on toes, on heels, balance with arms out, up or down.</p>	<p><b>Assessment</b></p>	<p>LA- Children to focus on taking part successfully within a grouped sequence, contributing ideas and demonstrating the ability to attempt various rolls and gymnastic positions.</p>

Balance with eyes closed! Ask the children to feedback which balances they found easy and which more difficult.

**Teacher Tips**

Remind children to hold their balance for 3+ seconds.

**Teaching Points**

Do children hold their balance with control?

**Progression**

Ask the children to monkey walk (see images) between balances.

'Create a sequence' - Tell children that they are now going to create a sequence using 'happy cat', 'angry cat' and travel. Demonstrate both positions linked up with a controlled method of travel in between (walk, skip or jump etc.) Children work in groups of 3-4 with one landing mat per group and must create a sequence either in unison (at the same time) with one and other or one after the other.

**Teacher Tips**

Allow children to use starting and finishing positions from previous lesson - star and straight (see images).

**Teaching Points**

Can the children link all elements of their sequence together?

**Progression**

Perform and evaluate in front of peers.

'Balancing body points' - Explain to the children that a balancing body point is a point on the body that touches the floor when balanced e.g. when we stand up there are two points of balance (both feet). Pair children up in similar abilities with a landing mat each and ask children to explore some balances using various points on their bodies e.g. A three point balance could be on one hand

MA- To take a main role within a group when creating a sequence, focusing on the success criteria in order to make their sequence fluent and successful.

HA- To develop further in-depth knowledge of rolls, balances and positions, using them within a well-coordinated grouped sequence.

and two feet or a two point balance on both knees.  
Children can balance on back, belly, hands, feet, toes,  
fingers, palms of hands, knees etc.

**Teacher Tips**

Prompt the children to be creative when choosing points  
to balance on.

**Teaching Points**

Do the children develop further body awareness through  
different balances?

**Progression**

Balancing on apparatus.