

## Year 1 Gymnastics Unit 1

### National Curriculum objectives

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.

### Key Learning

- Explore and use space effectively using agility, balance and coordination skills
- Balance using different parts of the body, exploring points and patches (beginning to on apparatus)
- To take weight on hands and feet
- Learn, copy and name basic and advanced low-level shapes
- Link shapes and rolls to form a short sequence
- Explore different styles of travelling: under, over and through
- Beginning to travel on apparatus
- Jump and land safely, whilst exploring different jumping techniques
- Copy, mirror and create a small routine and matching actions

### Equipment

- Class set of cones
- Hoops x30
- 2-4 colour bibs
- Class set of bean bags (enough for one per pupil) – if you do not have access to bean bags, use cones to balance
- Quoits x 30
- Safety mats

### Key Vocabulary

- Balance:** A static (still) position which holds the body in a position
- Copy:** Repeat the movements, positions and balances of someone else.
- Entrance & exit:** To start a performance, an entrance is how you mark the beginning and the exit is how to end your routine, e.g. 3 second balance.
- High:** Making your body as tall/high by extending legs and arms.
- Low:** Getting your body as close to the floor as possible.
- Mirror:** To reflect the movements, shapes and positions of a partner like a reflection in a mirror.
- Points and patches:** Points being smaller parts of the body and patches larger parts of the body.
- Points of contact:** Small body parts to balance on, for example: feet, knees, elbows, hands.
- Roll:** Using your body to roll across the floor, e.g. tuck roll, pencil roll.
- Shapes & positions:** High, low, star shape, pencil shape, flat shape, tall shape.
- Stretch:** To move your body so it stretches the muscles in different parts of your body – this must be done safely under the supervision of an adult.
- Tall:** Making your body as high as possible, e.g. like a pencil.
- Tension:** Controlling your body movements by tightening muscles.
- Tip toes:** Standing on the top of your toes, making you higher than usual.
- Tuck shape:** Making yourself small, into a ball shape and hugging your knees to your chest.
- Wide:** Making your body as wide as possible, e.g. like a star shape.

### Key Questions

What other body parts could we travel on?

What things did you show when performing?

What is space? What does it look like? How do I know if I have a "good" space?

When might I need to slow down when I am running?

### Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- (safety) Mats used one between two or one per pupil
- Use correct techniques
- Complete a warm-up and cool-down