

## Year 2 Gymnastics Unit 3

### 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 medium level shapes with linking, mirroring and balances.
- Compare and contrast low and medium level shapes with confidence and rehearse them.
- Roll safely using a variety of rolling techniques. Incorporate two shapes into a sequence.
- Perform low level shapes with some precision and perform shapes in flight.
- Use apparatus (extended) safely with entrances, exits, balances and including medium level shapes.
- Jump and land safely using apparatus, including from a variety of heights, directions and landings.
- Model linking and mirroring of low-level shapes. Including balancing & travel with a partner using mirroring technique.

### Key Vocabulary

- Balance:** A static (still) position which holds the body in a position.
- Bend knees:** When landing, to avoid injury knees must be flexed and not fixed/locked.
- Control:** Being able to use your body in a precise manner.
- Direction:** Which way to face or travel: up, down, left, right, forward, backward.
- Dynamic:** Energetic and forceful motion.
- Front support:** Lie on front, hands by shoulders, fingers pointing forwards. Press up to straight arms, keeping body tense and straight.
- Height:** How high something is.
- Jumping:** Leaping into the air, either from the floor or from an object onto the floor.
- Landing:** The end of a jump, returning to the floor.
- Level:** The relative position of different movements and body positions in relation to the floor.
- Linking:** A way of changing from one movement to another, with a transition/link.
- Mirroring:** To reflect the movements, shapes and positions of a partner like a reflection in a mirror.
- Pencil:** Making yourself as tall as possible with arms outstretched above head.
- Point & Patches:** Points being smaller parts of the body and patches larger parts of the body.
- Rolls:** Using your body to roll across the floor, e.g. tuck roll, pencil roll.
- Routine:** A series of movements and balances which are performed to others.
- Sequence:** A series of movements, linked together and performed to make a routine.
- Shapes:** moving your body parts to recreate shapes, e.g. star or pencil.
- Star:** Making your body as wide as possible by extending arms and legs sideways.
- Still:** Not moving, as if like a statue.
- Straight:** In a straight line, not bent e.g. straight arms or legs.
- Tensing:** Controlling your body movements by tightening muscles.
- Travel:** A method of getting from one place to another, e.g. walking, jumping, rolling.
- Tuck:** A position where the knees and hips are bent and drawn into the chest with the hands holding the knees.
- Turns:** Moving and rotating body into a different directions

### Equipment

- Large dice
- Benches/Beams/Tables
- Ropes and/or skipping ropes
- Mats
- Answer sheets
- Cue cards
- Cones/Hoops
- Music (for extension only)
- Beanbags
- Springboard
- Wall bars

### Key Questions

Is there a skill which you think you need to still improve on?

What makes a good balance?

Why is it important to warm up our muscles?

What did you need to do when you were landing?

### 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