ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: Gymnastics TERM: Spring 1 YEAR GROUP: 2

How can we perform a gymnastic sequence?	
END OF UNIT OUTCOME	A paired gymnastic sequence which includes different body shapes, ways of travelling, balances and jumps.
OBJECTIVES	developing balance, agility and co-ordination, and begin to apply these in a range of activities
CONCEPT: Leadership	No link
LESSON 1 QUESTION	**Why do we warm up before exercise?**
KEY KNOWLEDGE	• It is important to warm up your body before exercise. • A warm up is a short activity / exercise to get the body ready for more intense activity. • Warm ups improve performance and reduce injury. • Warm ups allow the body to gradually increase heart rate, breathing and body temperature, which increases blood flow to the muscles
RICH TASK	Why is it important to warm up? Look at main reasons above. Teach some warm up games. Play each and discuss how it makes a good warm up. **Video game** • Fast-forward means run • Rewind means move backwards • Pause means stop • Record means children have to pull a silly face • Slow-motion means walk at half speed **Traffic Light game** • Red = stop • Yellow = jog on the spot • Green = jogging • 1st gear = walk • 2nd gear = jog • 3rd gear = sprint **Popcorn** Kids jump around the space in any direction. When they hear the word 'Popcorn!' followed by a number, they have to quickly get into groups of that number. **Body Parts**

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: Gymnastics TERM: Spring 1 YEAR GROUP: 2

	Jog around the room. Teacher calls out instruction eg 4 people, 6 body parts. Children get into appropriate sized group and create balances to achieve instruction. **Wacky Walks** Walk with big strides / tiny steps/ backwards / sideways / through mud/ over hot coals/ punch air above head/ **Fox and Hounds** In pairs of similar running ability, Stand next to each other in lie in middle of hall. Teacher shouts foxes/ hounds. Foxes run one way if called, hounds the other. Partner tries to catch the runner.		
SUPPORT AND CHALLENGE	**Support:** Use small spaces or marked spots for children who find free movement difficult. Pair less confident movers with confident partners. **Challenge:** Add speed or direction changes to increase complexity.		
KEY VOCABULARY	warm up, heart rate, breathing, temperature, muscles, safe movement	**RESOURCES**	Cones, music (optional), hall space, visual command cards
LESSON 2 QUESTION	**What different body shapes can we perform?**		
KEY KNOWLEDGE	• a **balance** is holding and supporting your body weight using different body parts. • Know a variety of **balances** (e.g. tuck, straight, straddle, star and pike). • Know how to **perform** a tuck shape (straight back, tuck heels up to your bottom, keep legs together). • Know how to **perform** a straight shape (reach up tall, straight back and stretch fingers, legs should be straight). • Know how to **perform** a straddle shape (straight back, wide legs and reach arms towards your toes). • Know how to **perform** a star shape (straight back, wide legs and stretch arms and fingers out). • Know how to **perform** a pike (straight back, legs together, reach arms towards your toes, legs flat against the floor).		
RICH TASK	Warm up - choose one game from lesson 1 Teach the 4 body shapes as above. Show on cards to aid children. In pairs, one perform, other check and help partner with the shape. Shapes games - move around hall and when teacher calls a shape, create it. Chn to perform balances on various pieces of equipment (bench beam gym table)– rotate groups..		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: Gymnastics TERM: Spring 1 YEAR GROUP: 2

	Cool down stretches: stretch tall, stretch wide, curl up small & slowly stretch tall.		
SUPPORT AND CHALLENGE	**Support**: Provide picture cards for each body shape. **Challenge**: Hold each shape for longer counts (e.g., 8 seconds). Create a mini-sequence of two shapes linked together.		
KEY VOCABULARY	tuck, straight, straddle, star, pike, balance, shape, stretch	**RESOURCES**	Shape cards, mats, benches, low gym tables
LESSON 3 QUESTION	**How can we travel and link movements in gymnastics?**		
KEY KNOWLEDGE	• you can **travel** in a variety of ways using your feet. • Know that travelling is moving from A to B in a **controlled** manner in many different ways (walk, jog, jump, skip, hop and roll.) • Know that you can travel on your feet in different pathways (straight, curved and in circles). • Know that a sideways roll and a pencil roll is a way of travelling. • Know that you can use different body parts to link together in a sequence, (**patch and point**). • Know that **points** are small parts of the body: Feet, Knees, Hands, and Elbows. • Know that **patches** are large parts of the body: Back, Stomach, Bottom and Shoulders •		
RICH TASK	Warm up - choose one game from lesson 1 Recap each shape and chn to perform each shape: tuck, straight, straddle, star and pike (use cards to show shapes). Look at different ways to travel: walk, jog, jump, skip, hop and roll – side and pencil. Practise each way of travelling In pairs, come up with a simple sequence: way to travel, body shape. Extend to 2 of each. Look at patches and points - can you hold a balance on each? Add in a patch and a point balance. Cool down stretches: stretch tall, stretch wide, curl up small & slowly stretch tall.		
SUPPORT AND CHALLENGE	**Support**: Demonstrate each travelling action one at a time. Focus on just one type of roll if needed (side OR pencil).		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: Gymnastics TERM: Spring 1 YEAR GROUP: 2

	Challenge: Add direction changes (forward, diagonal, curved). Add a shape and a balance into the travelling pattern.		
KEY VOCABULARY	travel, pathway, walk, jog, hop, skip, roll, patch, point, sequence	**RESOURCES**	Floor markers, mats, shape cards
LESSON 4 QUESTION	**How do we use apparatus safely to perform a sequence?**		
KEY KNOWLEDGE	• Know that a **sequence** is different body shapes linked together using different **speeds** and **levels**. • Know that there is different **apparatus** that you can use (mats and benches). • Know that you must use **apparatus** safely. • Know that you can **enter** and **exit apparatus** in different ways.		
RICH TASK	Warm up - choose one game from lesson 1 Recap body shapes and ways to travel. Get out the gymnastic apparatus safely and talk through how to use, enter and exit apparatus safely. Rotate around apparatus, experimenting with what we can do. Encourage use of body shapes on apparatus.		
SUPPORT AND CHALLENGE	**Support**: Practise mounting/dismounting apparatus step-by-step. **Challenge**: Explore high vs low levels safely. Add a controlled balance on apparatus.		
KEY VOCABULARY	apparatus, level, safety, mount, dismount, sequence, travel	**RESOURCES**	Mats, benches, low vault, gym tables, safety posters
LESSON 5 QUESTION	**How can we use jumps in a gymnastics sequence?**		
KEY KNOWLEDGE	• Know that there is starting and finishing position when performing a jump. • Know you can create straight, star and tucked shapes in the air as you jump. • Know that you should bend your knees on take off and landings		
RICH TASK	Warm up - choose one game from lesson 1 Chn to create body shapes, travel and balance recapping previous learning. Explain and demonstrate a jump with a starting and finishing position – bend knees for take off and landing. Chn to have a go at jumping straight, star and tucked shapes from the ground. Get out apparatus and challenge children to create a sequence which includes our body shapes, travelling and a jump.		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: Gymnastics TERM: Spring 1 YEAR GROUP: 2

SUPPORT AND CHALLENGE	**Support**: Practise jumps from the floor before apparatus. **Challenge**: Combine two different jumps in one sequence. Add a travelling action immediately before the jump.		
KEY VOCABULARY	jump, take off, landing, straight jump, star jump, tuck jump, bend knees, sequence	**RESOURCES**	Mats, benches, low apparatus, shape cards
LESSON 6 QUESTION	**How can we perform and refine a paired sequence?**		
KEY KNOWLEDGE	Recap of previous learning		
END OF UNIT OUTCOME	Warm up - choose one game from lesson 1 Chn to create body shapes, travel, balance and jump recapping previous learning. Get out apparatus and challenge children to create a paired sequence which includes our body shapes, balances, travelling and a jump. Perform sequences in pairs and other pair provide feedback.		
SUPPORT AND CHALLENGE	**Support**: Provide a simple structure: travel → shape → balance → jump. Provide visual sequence cards to guide order. **Challenge**: Use apparatus for one part of the sequence. Encourage fluent transitions between actions.		
KEY VOCABULARY	sequence, partner, perform, balance, travel, jump, feedback, improve	**RESOURCES**	Mats, apparatus, sequence cards, iPad for recording (optional)