

Area of Learning: Physical Education, Health and Well-being
Scheme of Work: Gymnastics

Key Stage: 1	Year: 2	Duration: 6 Lessons
<p>Intent: To replicate the basic skills of shape making, turning, jumping, balancing and travelling. To develop body management skills on the floor and across apparatus as part of simple sequences. To appreciate good performances and understand some reasons for this. To understand feelings during exercise and link to activity intensity. To develop the ability follow instructions and activity rules fully.</p>		
<p>Knowledge</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to gymnastics:</p> <ul style="list-style-type: none"> • An understanding of how to replicate basic movements under control. • Use of link moves to build small sequences. • Fluency of sequence and presentation to an audience. 	<p>Skills</p> <ul style="list-style-type: none"> • Shapes • Balances • Travelling • Jumps/Vaulting • Rotation 	<p>Sequencing</p> <p>Learning should:</p> <ul style="list-style-type: none"> • Build on basic movements with body control. • Replicate basic gymnastics link actions. • Compose small sequences and performed to an audience. • Generated ideas in response to a challenge.
<p>Curriculum Key Concepts and Processes:</p>		
<p>Accurate Replication</p> <p>Pupils will explore and replicate a range of movement skills, including <i>travelling, jumping and landing, rolling, climbing, transferring weight, balancing and counter skills</i>. To apply movements and shapes individually and as part of a simple sequence. Continual development, adaptation and refinement of learnt skills will contribute to producing an improved performance.</p>	<p>Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understand the idea of balancing and how to achieve this? To further develop an element of purpose or intent in some actions as a means of travelling or moving. To know how to lift, move and place equipment safely</p>	<p>Developing Skills/Performances/Actions</p> <p>Pupils will develop a simple single action repertoire. Pupils will use these skills to develop routines showing creativity. To demonstrate high quality performances and routines using different apparatus. Accurate replication of skills showing control and fluency will be assessed.</p>
<p>Decision Making and Problem Solving</p> <p>Pupils will develop body awareness through movements, refining skills and compositional ideas. (develop control and coordination of single actions further) Discuss the use of body part to balance and body tension. How sequences are aesthetically improved.</p>	<p>Personal Development</p> <p>To understand the importance of listening and supporting each other. Encourage resilience to failure and use set tasks to contribute to character education. Discuss the benefits of exercise and establish an awareness of the relationship between movement and well-being. Promote enrichment opportunities within the school timetable and beyond.</p>	<p>Evaluating and Improving</p> <p>Pupils will begin to describe and evaluate the effectiveness and quality of a performance. Pupils to watch, copy and describe what they and others have done. Appropriate questioning on the groups sequences and movement patterns. To improve their work using information they have gained by watching, listening and investigating</p>
<p>Cross Curricular Links: Literacy (key words), Numeracy (sequencing & timing)</p> <p>Assessment opportunities: Q & A, formative feedback (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.</p>		
<p>Impact:</p>		
<p>Beginning:</p> <ul style="list-style-type: none"> • Will copy basic actions with some bodily control and coordination. • Will link skills together with a clear start and finish. 	<p>Developing:</p> <ul style="list-style-type: none"> • Will develop simple actions by combining link moves either at the start or end of it. • Will incorporate a change of direction and height during a small sequence. • Will show some body tension and extension when performing. 	<p>Exceeding:</p> <ul style="list-style-type: none"> • Use of more complex movements both in isolation and as part of a sequence. • Use of space, body tension and levels are evident in paired routines. • Will describe how to refine, modify and improve own performance.

Implementation:		
Week	Learning objectives	Task examples
1	<p>Counter Balancing To increase the range of movement in single actions including actions that require supported body weight. To create 4 different balances that requires support and counter balance. To develop creativity with paired sequences.</p>	<p>Warm-up - Bunny jump tag: All pupils have to move in 'bunny jump' movements, catchers wear bibs or bands. When caught, players form a bridge and are free when another player crawls through bridge. Taking weight on different parts of the body (Small & Large parts) on the floor. Use demonstrations of good quality work, pointing out variations of balances being used. Talk about body tension and showing the importance of it. Exploring the different ways of balancing with a partner. Use stork, shoulder balance, side plank. Introduce idea of counter balance. In threes develop a 4 different balances using apparatus and the floor. Show performances to class. Pupils suggest areas for improvement.</p>
2	<p>Travelling To replicate a series of moves based around travelling. To develop, control and coordinate a jump and adjust the movement by using different speeds, directions and pathways. To develop a small repertoire of actions and whole body movements over apparatus. To be able to describe what they have done using correct vocabulary.</p>	<p>Warm up- 'A's and B's': Partners. See task card for details. Paired stretches. Highlight a variety of ways of travelling (walking fwd/bwd on toes, hopping, skipping, turning, running) Starting, stopping and changing direction. Walking on hands and feet (bear walk, crab walk, frog jumps, caterpillar walk). Take one of the jumps [2feet to 2 feet a good choice for this practice] and ask pupils to change it by: Varying the direction they are travelling in: can be forwards, backwards, sideways, turning, diagonally etc. Ask pupils to vary the level of the jumps, i.e. high/medium/low. Vary the pathways they are travelling in. Vary the shape of their body. Transfer skills to apparatus. How could pupils travelling along apparatus? Can you make a zig-zag pattern when you move along the apparatus? Create and perform a matched sequence (pupils perform the moves at the same time). Show sequences to the class in 2 performances. Watch and describe what they and others have done.</p>
3	<p>Rotation To explore and accurately replicate basic rotational skills using control over the body. To understand how to compose a sequence of rolls and travelling. To develop the floor sequence to a combination of floor, mats and apparatus showing fluency and control in transition.</p>	<p>Warm-up –'hoops' – Spread different colour hoops around the floor space. Jog freely using the whole space available. (variety the mode of travel; run, skip, crawl) On your command call out "hoop". Pupils have 3 secs to run to a hoop. Demonstrate a circle roll (teddy bear roll) T.P's-transfer their weight smoothly from one part of the body to another, keep legs straight and wide apart, keep bent at the waist, make sure the roll is started by going sideways. Explore other basic rolls (pencil, fwd, shoulder). Create and perform a sequence of contrasting actions, e.g. a travelling movement followed by a roll. Make sure you show control throughout and flow when transferring your weight, so that the end of one action is the beginning of another. Encourage pupils to experiment with different combinations of movement and refine their favourite combination. Pupils to improve their work using information they have gained by watching, listening and investigating</p>
4	<p>Balancing on apparatus To explore different ways of balancing using a variety of body shapes. To understand how to compose a sequence of balances using gym apparatus. To develop a fluency and control in transition between movements. To show a clear start, middle and end of a sequenced routine.</p>	<p>Warm-up – 'Tension Games: 'lift the log' Pupils find a partner about their own size. One lies flat on the floor with hands on thighs and tries to maintain a straight, tight shape as the other lifts his feet from the floor. [Whole body should lift together, with only shoulders left on floor]. 'Sticky legs' One pupil lies on floor with legs straight and tight together. Partner tries to pull legs apart. (Tension games are good for teaching good body tension to pupils to make them understand what a 'tense' body feels like) Recap different body shapes in pairs. Explore pupil's ideas about balancing. Focus on clearly holding body shapes for 3 secs. Body shapes on the apparatus – Extended, flat, wide, long, twisted, curled and narrow. Use different directions – Forwards, backwards, sideways, diagonally and up and down. Devise a small paired routine using apparatus. Show the class.</p>
5	<p>Jumping / Vaulting To combine and replicate a series of moves linked together including jumping techniques. To develop an awareness of what a good sequence includes, showing a variety of movements, control and smooth links between skills.</p>	<p>Warm up- Pairs races: Pupils sit back to back in pairs. On command one assumes a front position. The other then jumps over his outstretched legs 5 times before changing places. Paired stretches. Mats out. Explore. Introduce how to land and jump safely. Discuss use of jumps as a method of changing direction, accelerating, decelerating & jumping using rhythmic variations. Working on Squat jumps, Straddle, tuck and twisting jumps. Encourage them to use gymnastic vocabulary e.g. <i>inverted; contrasting; flowing; combinations; sustained, extended; controlled explosive etc.</i> Transfer skills to apparatus. Paired sequence. Create and perform a sequence that involves a clear jumps and balances. More able pupils will incorporate rolls. Demonstrations of sequences for the whole class. Help pupils to suggest how a performance could be improved, e.g. <i>better extension and body tension, smoother transitions.</i></p>

6	Repetition/assessment To develop and refine a simple routines for individual sequencing work. Link a range of skills to create simple routines for assessment. To improve pupils appreciation of performance and ways of improving.	Warm up – ‘Tag tails’. Half the group put a tag/bib into the back of their shorts. The other half of the group are to chase and remove tags. Once removed the ‘foxes’ must freeze and only come back in when a freed foxes return the tail to them. <i>TASK: Create and perform a sequence that involves a clear change of speed, direction and pathways linking 3 jumps with 3 different balances using at least 1 piece of apparatus.</i> Discuss importance of fluency, control & presentation. Pupil progress to be assessed.
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