

Medium Term Plan: Supporting Implementation of

Subject: Year 2 Autumn 1 – Gymnastics:

In this unit pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

N/C links:

- master basic movements as well as developing balance, agility and co-ordination.

Key skills:

- Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll
- Social: leadership, work safely, respect
- Emotional: confidence, independence
- Thinking: select and apply actions, creativity

Prior Learning (what pupils already know and can do)

- Pupils are confident to perform in front of others.
- Pupils can link simple actions together to create a sequence.
- Pupils can make their body tense, relaxed, stretched and curled.
- Pupils can recognize changes in their body when they do exercise.
- Pupils can remember and repeat actions and shapes.
- Pupils can say what they liked about someone else's performance.
- Pupils can use apparatus safely and wait for their turn.

Long-term Learning (what pupils MUST know and remember) End Goals

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

Key Vocabulary

Balance, direction, level, link, pathway, pike, roll, sequence, shape, speed, star, straddle, tuck

Session 1 – To perform gymnastic shapes and link them together.

Success Criteria

- Be as still as a statue
- Hold each shape for 5 seconds.

Whole Child Objectives

- Social: To teach a partner my sequence.
- Emotional: To be confident in sharing my ideas.
- Thinking: To choose shapes that link well together to create a short sequence.

Session 2 – To use shapes to create balances.

Success Criteria:

- Be as still as a statue.

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- Hold the balances for 5 seconds.
- Squeeze your muscles so they feel hard.

Whole Child Objectives:

- Social: To work safely with others.
- Emotional: To work independently to create my own balances.
- Thinking: To use imagination to create and explore balances.

Session 3 – To link travelling actions and balances using apparatus.

Success Criteria:

- Change the levels you use within your sequence.
- Use different body parts to travel on.

Whole Child Objectives:

- Social: To be respectful when watching others perform.
- Emotional: To be confident to perform in front of others.
- Thinking: To select balances and travelling actions to create a sequence.

Session 4 - To demonstrate different shapes, take off and landing when performing jumps.

Success Criteria:

- Bend your knees when jumping and landing.
- Keep your head and chest up.
- Use shape jumps to make your sequence interesting.

Whole Child Objectives:

- Social: To be aware of others when working.
- Emotional: To be confident to perform in front of others.
- Thinking: To select actions to build a sequence.

Session 5 –To develop rolling and sequence building.

Success Criteria:

- Keep your shape throughout the roll.
- Transition smoothly from one action to the next.

Whole Child Objectives:

- Social: To share a working space with a partner.
- Emotional: To be confident to perform in front of others.
- Thinking: To select actions to build a sequence.

Session 6 – To create a sequence using apparatus.

Success Criteria:

- Explore travelling along, over, under, through and around the apparatus.

Whole Child Objectives:

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- Social: To share a working space safely with a partner.
- Emotional: To be confident to share my ideas with others.
- Thinking: To explore actions and apparatus.

Future learning this content supports: