

# PE

## Gymnastics KS1

### Remember when

Explore basic movements and body shapes.  
 Begin to balance.  
 Begin to know how to use equipment safely.  
 Copies and explores basic movements with some control and coordination.  
 Can perform different body shapes  
 Perform at different levels  
 Can perform a 2 footed jump  
 Can use equipment safely  
 Balances with some control  
 Can link 2-3 simple movements

### Sticky skills

Explores and creates different pathways and patterns.  
 Uses equipment in a variety of ways to create a sequence  
 Link movements together to create a sequence

### Key vocabulary

#### KS1

**Jump:** Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.

**Roll:** Is a method of moving where a gymnast completes rotation of their body on the ground.

**Gymnastics:** Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.

**Sequence:** This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.

**Linking:** This means successfully adding two movements together so that they flow one after the other.

**Curled:** This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.

**Narrow:** This means moving or balancing in ways where the body stretches (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.

**Wide:** This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.

### Learning Journey

#### Year 1

Introduction to Wide, Narrow and curled



Exploring the difference between wide, narrow and curled



Transition between wide, narrow and curled



#### Year 2

Develop Linking



Linking on Apparatus



Jump, roll, balance sequence

### Cognitive

**Year 1:** Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.

**Year 2:** Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.

### Social

**Year 1:** Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.

**Year 2:** Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.

### Wellness

**Year 1:** Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.

**Year 2:** Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.

### National Curriculum

Pupils should be taught to: Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

### Learning Objective / Focus

### Lesson Sequence Outline

#### Year One

**Session 1:** What do pupils remember from foundation stage?  
 LO: to explore movements and balances in a wide way on the floor and on apparatus.  
**Focus:** Introduction to 'Wide'

#### Gymnastics: Wide, Narrow, curled: Wide, Narrow, Curled

**Overview:** The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the

	<p><b>Session 2:</b> LO: to explore movements and balances in a narrow way on the floor and on apparatus</p> <p><b>Focus:</b> Introduction to 'Narrow'</p> <p><b>Session 3:</b> LO: to explore movements and balances in a curled way on the floor and on apparatus.</p> <p><b>Focus:</b> Introduction to curled</p> <p><b>Session 4:</b> LO: to continue to explore the three theme words: narrow, wide and curled.</p> <p><b>Focus:</b> Exploring the difference between wide, narrow and curled</p> <p><b>Session 5:</b> LO: to explore combining wide, narrow and curled movements together. Introduce, 'linking.'</p> <p><b>Focus:</b> Transitioning between wide, narrow and curled movements</p> <p><b>Session 6:</b> LO: to link two movements together.</p> <p><b>Focus:</b> Linking two movements together</p>	<p>theme words as they move and develop simple sequences, linking movements together.</p> <p><b>Physical:</b> Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>
<b>Year Two</b>	<p><b>Session 1:</b> What do pupils remember from year 1?</p> <p>LO: to explore different movements that pupils can link together.</p> <p><b>Focus:</b> Developing 'Linking'</p> <p><b>Session 2:</b> LO: to develop the different movements that pupils can link together on apparatus.</p> <p><b>Focus:</b> Linking on apparatus</p> <p><b>Session 3:</b> LO: to apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.</p> <p><b>Focus:</b> Jump, roll, balance sequences</p> <p><b>Session 4:</b> LO: to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</p> <p><b>Focus:</b> Jump, roll, balance on apparatus</p> <p><b>Session 5:</b> LO: to apply 'champion gymnastics' to create their own sequences.</p> <p><b>Focus:</b> Creation of sequences</p> <p><b>Session 6:</b> LO: to perform their completed sequences.</p> <p><b>Focus:</b> Completion of sequences and performance</p>	<p><b><u>Gymnastics : Linking</u></b></p> <p><b>Overview:</b> The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p><b>Physical:</b> Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>
Working towards	<p><b>End of unit assessment</b> Working at Age related expectations</p>	Working at a greater depth