



# PE Topic Journey Overview Y2

Y2 PE Topic: Gymnastics

# PE Topic: Y2 Gymnastics - Flight

<p><b>Lesson 1</b> Key Skills: To remember, repeat and link combinations of gymnastic actions</p> <p>Activities: Teach the five basic jumps 1&gt;1, 2&gt;2, 2&gt;1, 1&gt;2, 1&gt; other Focus on landing safely i.e. bending knees – ‘giving’, swing arms forwards and upwards to help take off Link 2 or 3 jumps together; run, jump and land Balance – make a shape, hold it still and stretch, balance on small body parts (hands and feet/feet) Explore shapes and hold Move smoothly from one shape to the other Practice/refine sequence Try to get height in your jump Show demonstration Give observation points Refine sequence Performance</p> <p>Outcomes: To perform a range of actions with control and co-ordination</p>	<p><b>Lesson 2</b> Key Skills: To perform a simple floor sequence and to describe what their bodies feel like during different types of activity Activities: Revise and refine floorwork from last week. What could we do to make the jump look better? ie. make different shapes Experiment with different shapes in the air – make a wide/narrow/curled/twisted shape Discuss how running and jumping make your body feel? (breathing and heart rate) Practice/refine sequence Remember to hold balance for 3 seconds and stretch Watch partner. Do they hold the balance and stretch. What shapes did they make? Practice sequence Performance of sequence</p> <p>Outcomes: Children perform a simple floor sequence and are able to say whether their heart is beating fast or slow.</p>	<p><b>Lesson 3</b> Key Skills: To explore balances and jumps on apparatus. To lift, move and place equipment safely Activities: Bunny hop around the space. Recap and refine floorwork sequence from last week. Remember to stretch, pointing fingers and toes when balancing and making a shape in the air Recap safety points on setting out and using apparatus (benches and low tables) Explore balances on feet/on apparatus on hands and feet jumping on and off apparatus Can use hands to help when getting on apparatus Make a shape in the air when jumping off apparatus – long/wide/tucked, etc</p> <p>Outcomes: Children can perform balances and jumps on apparatus. Children take some responsibility to move and place apparatus safely</p>
<p><b>Lesson 4</b> Key Skills: To travel in a variety of ways on apparatus</p> <p>Activities: Recap and refine floorwork sequence from last week Experiment with travelling while jumping – jumping on feet, using hands and feet (bunny hops etc) Recap on safety points of setting out and using apparatus Explore different ways of getting on and off apparatus – jumping when possible Explore different ways of travelling along apparatus – focus on jumping/bunny hops etc Remind that as gymnasts, point the fingers and toes when appropriate Share ideas</p> <p>Outcomes: Children demonstrate a variety of ways of mounting, dismounting and traveling on apparatus</p>	<p><b>Lesson 5</b> Key Skills: To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>Activities: Refine floorwork sequence from last week Run fast and jump, think about tension, pointing fingers and toes Hold the balance with tension Set out a variety of apparatus Recap apparatus work from weeks 3 and 4 Practice jumping safely over small apparatus such as benches and small nesting tables. (this can be either with or without hands to assist) Practice sequence Watch demonstration Give observation points Refine sequence Performance</p> <p>Outcomes: Children to repeat accurately sequences of gymnastic actions</p>	<p><b>Lesson 6</b> Key Skills: To improve their work using information that they gained by watching, listening and investigating</p> <p>Activities: Set out apparatus with children In performance pairs (or threes), refine skill work and ideas from last week. Practice/adapt/refine sequence form last week Perform for partner Congratulate and evaluate Improve own performance after talking to partner. Each then try to perform partner’s sequence</p> <p>Outcomes: Describe their own work or their partners’ sequence accurately, commenting on what it contains and whether it is performed smoothly and with control</p>
<p><b>Resources:</b> Gymnastic mats (sufficient to be used by pairs), benches, nesting platform tables, large apparatus wallbars</p>	<p>After school club</p>	<p>Out of school links</p>

# PE Topic: Y2 Gymnastics : Rolling and Rocking

<p><b>Lesson 1</b> Key Skills: To choose, use and vary simple ideas in a sequence</p> <p>Activities: Explore rolling sideways, using previous knowledge and skills. Remind types of roll : egg roll, pencil roll, dish roll, circle ( teddy roll) Children can do a forward roll if they feel ready or can continue rolling sideways Discuss large body parts Explore balancing on a variety of large body parts. Practice balances which lead into a roll and vice versa Practice and improve sequence</p> <p>Outcomes: Devise, repeat and perform a short sequence which includes a roll and balance</p>	<p><b>Lesson 2</b> Key Skills: To choose, use and vary simple ideas in sequences using apparatus</p> <p>Activities: Recap and refine floorwork sequence from last week Observational point: ensure the balances are held long enough Perform and evaluate Recap safety points on setting out and using apparatus Explore balancing on large body parts on apparatus Explore rolling on apparatus Transfer sequence from last week if appropriate onto apparatus or amend where necessary Performance and evaluation of sequence</p> <p>Outcomes: Adapt the sequence to include apparatus</p>	<p><b>Lesson 3</b> Key Skills: To remember, repeat and link combinations of gymnastic actions, body shapes and balances with increasing control and precision</p> <p>Activities: Discuss small body parts Explore balancing on small body parts Think about body shape, control etc Move from one balance into another smoothly Set out apparatus safely Recap large body part balances Explore balancing on small and large body parts Move from one balance to another Move from a balance to a roll or vice versa Practice and improve sequence Observation of sequence with improvement points. Focus on control of roll Practice of sequence Performance of sequence</p> <p>Outcomes: Move smoothly and in a controlled way form one balance to another</p>
<p><b>Lesson 4</b> Key Skills: To extend combinations of gymnastic actions, body shapes and balances by including travelling onto and off the apparatus Activities: Recap and refine floorwork from previous weeks Set out apparatus. Explore different ways of travelling on and off apparatus Begin to add these to sequences from previous week Practice sequence Performance and evaluation of sequence</p> <p>Outcomes: Children to start to develop a sequence that includes travelling, balance and rolling</p>	<p><b>Lesson 5</b> Key Skills: To improve their work using information they have gained watching, listening and investigating</p> <p>Activities: Refine rolling, forwards and backwards roll could be performed by some if they are confident and safe. Show partner a roll of your choice Partner gives an evaluation point on how to improve it Change roles Set out apparatus safe Refine sequence from last week Think about what you can do to improve it Performance and evaluation of sequence</p> <p>Outcomes: Children to improve at least one aspect of their sequence</p>	<p><b>Lesson 6</b> Key Skills: To choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>Activities: Refine floorwork from previous weeks Set out apparatus Recap sequence from last week Show sequence to partner Discuss partners sequence Adapt own sequence to include a movement from your partners sequence or copy your partners. Children to develop a sequence with their partner that can include the same or different movements and balnces. Can be performed in combination at the same time or one after the other. Performance ad evaluation</p> <p>Outcomes: In pairs, children use different combinations of floor mats and apparatus, showing control, accuracy and fluency</p>
<p><b>Resources:</b> Gymnastic mats (sufficient to be used by pairs), benches, nesting platform tables, large apparatus wallbars</p>	<p>After school club</p>	<p>Out of school links</p>