

P.E.
 Year 2 – Spring Term
 Groovy Gymnastics



Links to other subject units this term	
Prior Learning	
The skills required to complete each of these physical activities will build upon those undertaken in Year 1: Shapes and travelling moves from Year 1 Travel, points and patches from Year 1	
Key vocabulary for this unit	
balance, tension points, patches shoulder stand shapes, travelling, balance apparatus	
Learning Sequence	
Remember and repeat gymnastic actions with control	<ul style="list-style-type: none"> Learn to perform balances and movements, and combine them into a routine
Balance on isolated body parts	<ul style="list-style-type: none"> Link balances with other travelling moves, moving smoothly into and out of balances
Develop a range of gymnastic moves	<ul style="list-style-type: none"> Safely use benches and mats to develop sequences, particularly balancing
Link together gymnastic actions into a sequence	<ul style="list-style-type: none"> Work with a partner to create a sequence of gymnastic actions Use benches and mats to explore balances on different levels
Explore ways of travelling around on large apparatus	<ul style="list-style-type: none"> Safely move around the equipment, using knowledge from previous weeks

Choose and use a variety of gymnastic actions to make a sequence	<ul style="list-style-type: none"> • Mirror and match a partner • Share equipment
Assessment milestones	
<ul style="list-style-type: none"> • To develop fundamental movement skills (running, jumping, balance, coordination, throwing, catching, agility) and become increasingly competent and confident. (A) • To master basic movements including developing balance, agility and co-ordination. (B) • To begin to apply these movements in a range of activities. (C / D) • To access a broad range of opportunities to extend their agility, balance and co-ordination individually and with others. (C / D) • To engage in co-operative physical activities. (C) 	

P.E.
Year 2 – Spring Term
Gymfit Circuits



Links to other subject units this term
Prior Learning
The skills required to complete each of these physical activities will build upon those undertaken in Year 1: Strength and stamina, flexibility, aerobic, circuit training
Key vocabulary for this unit
travelling, spotting, extended, flexible, stretch, reach
Learning Sequence

<p>To identify techniques to improve balance</p>	<ul style="list-style-type: none"> • Travelling – travel along the bench by doing small jumps either side • Jumps – walk along the bench and master a pencil jump • Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists • Rolling – practise forward. Practise finishing the roll on two feet and arms outstretched in front of the body • Creating shapes – work with a partner to create a variety of shapes with their body in the shape of letters and numbers • Balance – work with a partner to practise a variety of balances
<p>To practice a range of gymnastic skills through a series of circuits</p>	<ul style="list-style-type: none"> • Travelling – travel along the bench by doing small jumps on either side • Jumps – walk along the bench and master a pencil jump • Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists • Rolling – Practise finishing the roll on two feet and arms outstretched in front of the body • Creating shapes – work with a partner to • Balance – work with a partner to create a variety of shapes with their body in the shape of letters and numbers
<p>To perform a range of gymnastic skills with increased accuracy</p>	<ul style="list-style-type: none"> • Travelling – travel along the bench sliding on the front • Jumps – walk along the bench and master a half twist jump • Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists • Rolling – practise a cartwheel • Creating shapes – work with a partner to create a variety of shapes with their body in the shape of outside objects • Balance – work with a partner to practise a variety of balances
<p>To perform a sequence of gymnastic moves within a circuit</p>	<ul style="list-style-type: none"> • Travelling – travel along the bench mastering leaping • Jumps – walk along the bench and master a full twist • Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists • Rolling – practise handstands, working in pairs to support each other

	<ul style="list-style-type: none"> • Creating shapes – work with a partner to create shapes with their bodies in a variety of ways and creating their own • Balance – work either independently or with a partner to practise a variety of balances
To perform a sequence of moves at each station within a circuit with increased accuracy	<ul style="list-style-type: none"> • Travelling – travel along the bench in a variety of ways e.g. small jumps, leaps, bunny hops either side, sliding • Jumps – walk along the bench and jump off in a variety of ways e.g. pencil, tuck, straddle, half twist, full twist. • Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists • Rolling – practise forward, backward and side rolls. Practise finishing the roll on two feet, arms outstretched in front. • Creating shapes – work with a partner to create a variety of shapes with their body e.g. letters of the alphabet, animals, household objects • Balance – work with a partner to practise a variety of balances
To evaluate performance of gymnastic moves within a circuit	<ul style="list-style-type: none"> • Travelling – travel along the bench in a variety of ways e.g. small jumps, leaps, bunny hops either side, sliding • Jumps – walk along the bench and jump off in a variety of ways e.g. pencil, tuck, straddle, half twist, full twist. • Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists • Rolling – • Creating shapes – work either independently or with a partner to create a variety of shapes with their bodies e.g. letters of the alphabet, animals, household objects • Balance – work either independently or with a partner to practise a variety of balances
Assessment milestones	
<ul style="list-style-type: none"> • To develop fundamental movement skills (running, jumping, balance, coordination, throwing, catching, agility) and become increasingly competent and confident. (A) • To master basic movements including developing balance, agility and co-ordination. (B) • To begin to apply these movements in a range of activities. (C / D) 	

- To access a broad range of opportunities to extend their **agility, balance** and **co-ordination** individually and with others. (C / D)
- To engage in **co-operative** physical activities. (C)