

Year: 1

Subject: P.E.

Focus: Gymnastics

Term: Autumn Unit 1



Prior learning Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements.

Equipment Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

By the end I should Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like actions and link them.



Vocabulary

Refine shapes and jumps to improve coordination.	Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.
Carrying equipment safely.	
Magic Chair.	
Body Tension.	
Linking movements.	

Key questions

1. How many different travel actions can you think of?
2. How can you show good body tension?
3. How do we land safely?

Concepts

Magic chair = safely landing a jump from increasing height by bending knees to absorb impact and extending arms for balance. Landing in what resembles a seated position.



Head: Use words such as rolling, travelling, balancing, climbing.

Hand: Recognise like actions and link them together.

Heart: Move on, off and over object with confidence.

Year: 1

Subject: P.E.

Focus: Gymnastics

Term: Autumn Unit 2

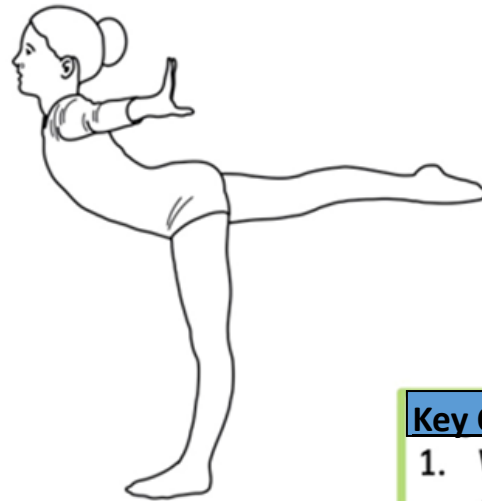


Prior learning

Used simple gymnastics actions and shapes
Applied basic strength to a range of gymnastics actions
Began to carry and move gymnastics apparatus.

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.



Vocabulary

Moving on, off or over.	Relaxation, rock, roll, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.
Rocking.	
Spin and turn.	
Unison.	
Canon.	

By the end of the unit I should know

Perform a variety of basic gymnastics actions showing control. Introduce turn, twist, spin, rock and roll and link these. Perform longer movement phrases and link with confidence.

Head: Decide which supporting concepts and actions to add to their sequence.

Hand: Remember and perform a simple sequence.

Heart: Communicate with a partner to create short sequence.

Key Questions

1. Why do we have a shape or balance for 3 seconds?
2. How many shapes can you identify in others performances?
3. How is canon different from unison?

Concept

Gymnastic supporting concepts include

1. Speed/Timing
2. Shape
3. Direction
4. Level
5. Pathways
6. Body parts
7. Sequencing

