

Clapgate Primary School
Curriculum weekly plan - PE

Theme: Gymnastics

Class: Year 2

Term: Spring 1

Previous Learning	Learning Objective/Skill	Learning Activities and differentiation	Resources
<p>Children have basic understanding of movement. This unit will focus upon developing specific gymnastics moves and linking them together into sequences.</p>	<p>I can copy, explore and repeat simple moves</p> <p>I can work with a partner to link these moves together</p>	<p><u>Intro</u>- discuss unit and what we already know about gymnastics. What moves can we perform? What equipment can we go on? How should we perform our moves? What is it called when we link moves together?</p> <p><u>Equipment out</u>- as a class, get equipment out. Reminder of the rules of how to carry it and how to treat the mats</p> <p><u>Warm up</u>- quick bean game as a whole class and stretches down the body</p> <p>Video- show class a video of a gymnastics routine. What does it feature? What is good about it? How can you use the space? What moves are involved?</p> <p><u>Creating a routine</u>- in pairs/ threes, will be given balance ideas first to practice in their pairs. Second- rolls. Third- jumps. Practice routine through. What are you and your partner doing well? What could you make better ready for your performance? (iPad used to show to pupils their work)</p> <p>HA- children can add additional moves once they have created a 3 piece routine</p> <p><u>Plenary</u>- half the class perform, half watch. Discuss what they have done well and what they could improve upon. What have you done well today? What is your focus for next week</p>	<p>Mats, move cards, tablet</p>
	<p>I can begin to explore and perform different skills on equipment- vault</p> <p>I can analyse my performance and build upon it where possible- more technique, higher level jumps, landing, higher level dismounts</p>	<p><u>Intro</u>- review what we did last lesson. How did we perform our moves? What type of moves did we do? How can we develop these? Can you recall the moves? What is a routine?</p> <p>Watch video of squat on and squat through</p> <p><u>Warm up</u>- shape shout played- like bean game but with different gymnastic shapes called out. Stretches done down the body</p> <p>Equipment out- as a class get the apparatus out following technique shown last week. Sensible children picked to help more</p> <p><u>Vault</u>- Model how want the squat on to be performed.</p> <p>Focus to begin on knees on/squat on. Practise move by doing bunny hops across the hall.</p>	<p>Green table vaults, wooden vault, benches, mats, flat markers, tablet, video</p>

		<p>Split into 4 groups. I will be on the medium vault throughout, facing rest of equipment. Groups will rotate round so have a turn on all the equipment. Emphasis on hands on, feet on, jump off, land. Progression- higher level jumps- pike, straddle, full spin, backwards HA- to move onto squat through, straddle on, straddle over</p> <p>Equipment put away- done as a class. Children selected to do different pieces of equipment at a time.</p> <p><u>Plenary</u>- how have we moved our body today? What are the skill points for squat on? What is your target to develop? Star of the day awarded and celebrated</p>	
	<p>I can explore different ways of travelling and rolling -hop, skip, leap, cat leap, bunny hop, forward roll</p> <p>I can show determination to learn and refine new moves</p>	<p><u>Intro</u>- review how we moved on the apparatus. What parts of our body did we use to mount the vault? How could we dismount the vault? How did we progress this? What types of moves can we perform on the floor? Explain about travelling and how this is used in routines rather than walking around.</p> <p><u>Warm up</u>- crabs and scorpions game played. Stretches done down the body</p> <p>Mats out- done in groups of 4. Children to remember the correct way to do this safely</p> <p><u>Travelling</u>- children to explore different ways of travelling down the mat- hop, skip, leap, cat leap, bunny hop- can they think of any others and create their own? What directions could you travel in along your mat? Could you use the space around it? How could this help when doing a group routine?</p> <p><u>Forward rolls</u>- video shown of the forward roll and children to suggest the steps to success as to how we perform it. Children will practise one at a time on their mat. Step by step until happy that can do it. If needed, there will be a mat with myself where they can have extra support.</p> <p>Progression- straddle f. Roll, pike f.roll, two rolls in a row, perform a jump after, link a balance, roll and jump together HA- handstand f.roll</p> <p><u>Plenary</u>- Children to perform the forward and be videoed when doing this. Mats away. Review LO's. Thumbs up, middle and down as to whether achieved them. Stars of the day awarded and celebrated</p>	<p>Mats, forward roll card, forward roll video, travelling card, tablet</p>

<p>I can begin to explore and perform different skills on equipment- beam</p> <p>I can comment on the differences between my own and others' performances</p>	<p><u>Intro-</u> to discuss what has been done and what already know about travelling along the beam. How should we land our jumps? What to do at beginning and end of your turn?</p> <p><u>Warm up-</u> Rep challenge- in pairs children must perform different challenge. Begin on bottom and have to high 5 alternate feet 20 times. Then have to high 5 hands in plank position 20 times. Stretches done down the body to check warmed up for the lesson.</p> <p><u>Beam-</u> children will be split into 4 groups. Will have different activities on each beam- forward, backwards, sideways, forward with legs up, forward on tip toes. As lesson progresses - children will be expected to incorporate 1. a balance, 2. A jump on the bench 3. change of direction on the bench in their routine. Feedback given throughout lesson</p> <p>HA- suggested to try higher level balances such as straddle or v-sit hold. Jumps to try straddle, full turn, backward, pike</p> <p>Children to be able to create their own way of travelling along the benches</p> <p><u>Plenary-</u> children to perform their routines on beam. Feedback given to the groups. What have you done well today? What could you do even better next time? Star of the day shared</p>	<p>Beam cards, balance beam cards, tablet, benches/ beams x4, mats, beam video</p>
<p>I can explore and build upon my move vocabulary in gymnastics</p> <p>I can use the social skills to help develop my own and others' performances</p>	<p><u>Intro-</u> review the skills we have explored in gymnastics. What should gymnasts be like? What moves have we learnt about? What other moves do you know that we could use to travel? Introduce that we will be working on cartwheel this week and that it is a move we can use to travel.</p> <p><u>Counter balances-</u> children to explore the different paired balances on the sheets. Encourage to perform with good body posture, held for 3-4 seconds. HA- given more challenging sheet once first one complete. Can they create their own paired balance?</p> <p>Mats out- as a class get mats out so that we have 2-3 children sharing a mat. Children to follow the safety rules</p> <p>Video- children to watch a video of the cartwheel and share the key skill points of the move.</p> <p><u>Cartwheel-</u> children to practice the cartwheel one at a time down their mats. I will help children who are struggled. Children to use the coaching card to peer and self assess</p> <p>LA- chalk used to help guide. Cartwheel broken down and progressed step by step</p>	<p>Chalk, cartwheel teaching card, cartwheel video, tablet, mats</p>

		<p>HA- 2 cartwheels in a row, cartwheel and a jump, roundoff, roundoff jump, one handed cartwheel, make a routine featuring a cartwheel.</p> <p>Extension- children to build the cartwheel into a routine using the moves we have already learnt. Balance, roll, jump, travel inc, cartwheel</p> <p><u>Plenary</u>- children to perform their cartwheels and video taken to provide evidence of performance. Mats away. Discussion as a class. What have you done well today? Have you made progress? How could you now develop your performance?</p> <p style="text-align: center;">Stars of the day celebrated and awarded</p>	
<p>I can link together the skills I have learnt to create a routine</p> <p>I can show the social skills to work effectively with my group</p>		<p><u>Intro</u>- discuss what we have done so far in the unit. What moves have we learnt? What types of moves are there? What is a routine? How do we perform as a gymnast? Share LO's</p> <p><u>Warm up</u>- game of crabs and scorpions played. Stretches done down the body</p> <p style="text-align: center;">Mats out and shoes and socks off</p> <p>Video of a routine shown- What is good about this routine? What do they include? How do they perform it? (strong shapes, not talking, know the routine)</p> <p><u>Routine practise</u>- children to be guided if needed to practise and decide upon their favourite balance in their group, followed by their favourite roll then favourite jump.</p> <p>Encourage children to be creative and work together. Move cards on the wall for children to access to support their work and children able to note down their routine on a piece of paper. Photos/ videos taken of children's work so they can watch it back and see what doing well and where can develop it.</p> <p>HA- cartwheels, travelling moves, using the mat and moving in different directions, performance skills</p> <p>LA- further support given. Able to pick moves that suit their abilities e.g. log roll, tuck roll, simple jumps</p> <p><u>Performance</u>- ½ class perform their routines whilst ½ judge then swap over. What did you see a group doing well? How could they make their routine even better?</p> <p><u>Plenary</u>- explain that we will be having a competition next week and also get to have a turn on the climbing frame! Stars of the day awarded and celebrated.</p>	<p>Move cards, paper, pencils for notes, routine video, tablet, mats</p>

	<p>I can link moves together to create a routine</p> <p>I can say why warm up and what happens to our body during exercise</p>	<p><u>Intro-</u> remind children about how we created and practised a routine. Explain that ½ the class will practise their routine whilst ½ will have some time on the climbing frame and then swap over. We will then have a gymnastics competition to perform our routines and be judged.</p> <p><u>Warm up-</u> take cover game played. Stretches done down the body</p> <p>Video to remind how to perform a routine.</p> <p>Mats out. Shoes and socks off.</p> <p><u>Routine practise-</u> children to use the notes they made last week to practise their routines.</p> <p><u>Competition-</u> children to perform their routines in front of the class one group at a time. Pupils to be judged and awarded scores. Certificates given to groups for the winning routine, most improved, best teamwork and most creative.</p> <p><u>Plenary-</u> children to reflect on their progress within gymnastics. What have you done well within the unit? How could you now get even better?</p>	<p>Routine notes, competition certificates, routine video, mats</p>
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