

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PE Year Group: Year 1/2		Area of learning: Groovy Gymnastics (Year B)
Links to previous work/Remember when	<ul style="list-style-type: none"> • Shapes and travelling moves from Year 1 	
Term	Key Skills to be taught	
Spring 1 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> • Learn to perform balances and movements, and combine them into a routine. • Link balances with other travelling moves, moving smoothly into and out of the balances. • Safely use benches and mats to develop sequences. • Work with a partner to create a sequence of gymnastic actions. • Use benches and mats to explore balances on different levels. • Safely move around the equipment, using knowledge from previous weeks. • Mirror and match a partner. • Share equipment. 	

Vocabulary

Balance, apparatus, shapes, travelling, tension, points, patches.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To remember and repeat simple gymnastic actions with control. (Rising Stars - lesson 1)</p> <p>Key Knowledge: Children are required to be familiar with safe front and back support. Children should remember shapes from Year 1.</p>	<p>Recap - Shapes and travelling moves from Year 1.</p> <p>The children move around the room and, at 'Point!', the children must touch the floor with three small parts of their body, choosing elbows, knees, hands and feet.</p> <p>The children move around again but, this time, call out "Patch!" Now they must touch the floor with a large part of their body.</p>

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	<p>Children are required to understand what is needed to create a routine.</p>	<p>Teach safe front and back support. Recap on shapes from Year 1 – ask the children to travel around the room. Call out names of shapes (or show a picture of a shape) and the children make the shape with their body, holding it three seconds. Ensure that they perform the shape at different levels – sitting, lying, standing.</p> <p>The children link together three shapes with two balances on different parts of the body, in the sequence shape–balance–shape–balance–shape. When the children have made a routine, recap and practise then repeat it.</p>
2	<p>Learning Objective: To balance on isolated parts of the body using the floor and hold balance. <i>(Rising Stars - lesson 2)</i></p> <p>Key Knowledge: Children need to understand what makes good body tension. Children should be able to think of some balances that they can do in pairs. Children should understand the importance of flow, tension, start and finish positions.</p>	<p>Recap – Travel, points and patches (Year 1 and Lesson 1).</p> <p>‘Point’ or ‘Patch’ is called. The children then perform a balance on a point or patch. Ensure children do something different each time. Concentrate on moving smoothly into a balance and holding it for at least three seconds.</p> <p>In pairs, discuss some balances that the children can do together. Allow the children practise time to explore different balances with their partner. Encourage the children to share ideas.</p> <p>Children make a short sequence which includes a minimum of three balances using points and patches, two travelling moves and one roll. Emphasise the importance of flow, tension, start and finish positions. If time allows, share sequences by half the class performing with half watching,</p>
3	<p>Learning Objective: To link together a number of gymnastic actions into a sequence. <i>(Rising Stars - lesson 4)</i></p> <p>Key Knowledge: Children are required to explore different types of balances they can do on mats and benches. Children need a range of ideas for travelling and should understand how to roll effectively.</p>	<p>Recap - Shapes, travelling and balance.</p> <p>After discussing a starting shape, the children start at different sides of the room and move towards each other using shapes when travelling and balances for moments of stillness. When the children meet each other, they develop a balance as a pair and then move away from each other so that they finish in the other person’s starting position. The children can perform the same moves but at different levels, one on a bench and one on the floor or a mat. They must finish with a different shape to the one they started with.</p> <p>The children practise and perfect the sequence so that moves are in time. This means the children</p>

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		<p>need to watch each other throughout. If time allows, share sequences by half the class performing with half watching, as in previous lessons.</p>
4	<p>Learning Objective: To explore ways of travelling around on large apparatus. <i>(Rising Stars - lesson 5)</i></p> <p>Key Knowledge: Children should be confident to explore all gym equipment. Children are required to explore different types of balances they can do on mats and benches. Children need a range of ideas for travelling and should understand how to roll effectively.</p>	<p>Recap - Shapes, travelling and balance.</p> <p>The children are explorers in new surroundings and have 15 minutes to explore all the equipment. Set out the key points about moving from one piece of equipment to another – no walking, do not queue – if someone is on a piece of equipment move towards another that is free. Use the mats, floor and spots for balances.</p> <p>The children all start in different places with their body in a straight shape and move around the equipment while music is playing. When the music stops they must move smoothly into a balance and hold it for at least three seconds.</p>
5	<p>Learning Objective: To choose and use a variety of gymnastic actions to make a sequence. <i>(Rising Stars - lesson 6)</i></p> <p>Key Knowledge: Children should be confident to explore all gym equipment. Children are required to explore different types of balances they can do on mats and benches. Children need a range of ideas for travelling and should understand how to roll effectively. Children are required to understand mirroring and matching and to carry out this effectively with a partner.</p>	<p>ASSESSMENT LESSON</p> <p>Recap - Travelling, shapes, rolls, and balance (Lessons 1 to 4).</p> <p>The children explore the equipment, as they did in Lesson 4. Demonstrate flow and variety of travelling actions to get from one piece of equipment to another. Encourage them to use all of the equipment. With a partner, the children try out ways of mirroring and matching in a shape (e.g. tuck, straddle, straight, pike and star).</p> <p>Tell them that if you mirror someone, you are facing them and move the same way, as if looking in a mirror (opposite) and, if you match someone, you do exactly the same movement with the same side of the body. Ask the children to model mirroring and matching. The children link together four moves that they can mirror and match with their partner. They choose a piece of equipment or apparatus to work on.</p> <p>Develop the sequence so that the children move away to other equipment from the piece that they started on. They should use all the gymnastic skills they have learned so far.</p>

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Learning Outcome/product

Children develop a sequence with a partner. They should use all the gymnastic skills they have learned.

Assessment records	List only those children who have not achieved the expected outcomes.