**Year 2 P.E. Curriculum – Autumn Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Gymnastics**  To perform gymnastic shapes and link them together.  To be able to use shapes to create balances.  To be able to link travelling actions and balances using apparatus.  To demonstrate different shapes, take off and landings when performing jumps.  To develop rolling and sequence building.  To develop sequence work on apparatus. | | **Keyword** | Definition |  |  | |  |
| Balances | Being able to hold yourself still when in different shapes |  |  | |
| Apparatus | Equipment used in Gymnastics |  |  | |
| Landings | How to safely land off a piece of apparatus |  |  | |
| control | Keeping your body calm and not shaking |  |  | |
| Sequence | Putting one or more balances together |  |  | |
| **Prior Learning:**  **Gymnastics**  To explore travelling movements.  To develop quality when performing and linking shapes.  To develop stability and control when performing balances.  To develop technique and control when performing shape jumps.  To develop technique in the barrel, straight and forward roll.  To link gymnastic actions to create a sequence. | | | | **Future Learning:**    **Gymnastics**  To be able to create interesting point and patch balances.  To develop stepping into shape jumps with control.  To develop the straight, barrel, and forward roll.  To be able to transition smoothly into and out of balances.  To create a sequence with matching and contrasting actions and shapes.  To create a partner sequence incorporating equipment. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To perform gymnastics shapes and link them together | Social: To teach a partner my sequence.  Emotional: To be confident to share my ideas.  Thinking: To choose shapes that link well together to create a short sequence. | | | | | •Be as still as a statue.  •Hold each shape for 5 seconds | |
| To perform gymnastics shapes with control and link them together | Social: To teach a partner my sequence.  Emotional: To be confident to share my ideas.  Thinking: To choose shapes that link well together to create a short sequence. | | | | | •Be as still as a statue.  •Hold each shape for 5 seconds. | |
| To use shapes to create balances | Social: To work safely with others.  Emotional: To work independently to create my own balances.  Thinking: To use imagination to create and explore balances. | | | | | •Be as still as a statue.  •Hold the balances for 5 seconds.  •Squeeze your muscles so they feel hard. | |
| To use shapes to create balances | Social: To work safely with others.  Emotional: To work independently to create my own balances.  Thinking: To use imagination to create and explore balances | | | | | •Be as still as a statue.  •Hold the balances for 5 seconds.  •Squeeze your muscles so they feel hard. | |
| To link travelling actions and balances using apparatus | Social: To be respectful when watching others perform.  Emotional: To be confident to perform in front of others.  Thinking: To select balances and travelling actions to create a sequence. | | | | | •Change the levels you use within your sequence.  •Use different body parts to travel on. | |
| To develop travelling actions and balances while using apparatus | Social: To be respectful when working with others.  Emotional: To be confident to share ideas in front of others.  Thinking: To select suitable balances and travelling actions for the apparatus. | | | | | •Use different body parts to travel on | |