

### End of Unit Assessment

Expectations	Key Learning Objectives	Children outside expectations
<p>some children will not have made so much progress. They will be able to:</p>	<p>complete tasks and choose and sequence the basic actions with guidance; show a small range of body shapes and movement; perform movements with some control and coordination; describe what has happened to their bodies after exercising; describe others' sequences using actions and words</p>	
<p>most children will be able to:</p>	<p>plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well</p>	
<p>some children will have progressed further. They will be able to:</p>	<p>perform actions with control and fluency, responding in a more imaginative way; plan longer sequences independently; use a wider range of gymnastic agilities and actions confidently on the floor and apparatus; say when their heart rate and breathing rate will quicken; say how their body feels after gymnastic activity; describe performances clearly, recognising what is good quality</p>	

# Seamer and Irton CP School – Knowledge Organiser

## PE Topic: Gymnastics Unit 2

## Year 2

### Prior Knowledge

#### **Pupils should have:**

- experienced different ways of travelling on feet, hands and feet, and without using feet,
- explored ways of varying the basic actions
- linked a number of basic actions to make a simple, repeatable sequence,

### Key knowledge I need to understand

In this unit children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, *eg a roll, jump and a shape*. They then transfer what they learn on the floor to apparatus.

#### **Pupils will:**

- plan and repeat simple sequences of actions;
- show contrasts in shape;
- perform the basic gymnastic actions with coordination, control and variety;
- recognise and describe how they feel after exercise;
- describe what their bodies feel like during gymnastic activity;
- describe what they and others have done;
- say why they think gymnastic actions are being performed well

### How I will show what I have learned

#### **Pupils can:**

I CAN COPY STRETCHING MOVEMENTS FOR DIFFERENT PARTS OF THE BODY.

I CAN PERFORM SIMPLE ROLLS E.G. FORWARD, PENCIL, TEDDY-BEAR.

I CAN BALANCE USING HIS/HER HANDS, FEET OR SEAT.

I CAN CREATE DIFFERENT SHAPES WHEN BALANCING E.G. THIN, WIDE, TWISTED, CURLED.

I CAN COPY SHORT MOVEMENTS TO COMBINE SIMPLE BALANCES. E.G. BALANCE - TRAVEL - BALANCE

I CAN TRAVEL IN DIFFERENT WAYS E.G. JUMPING, SKIPPING, WALKING, LEAPING, HOPPING ETC.

### What's next?

This unit lays the foundations for future gymnastic units, in which children will explore the challenge of using apparatus in sequence work. They will improve the quality of their gymnastic actions, *eg stretching fingers and pointing toes*. They will plan and perform sequences of contrasting actions, with the aim of developing flow and varying speed.

In all physical education units, children will learn to work positively and cooperatively with partners. They will watch others perform and will describe important features of their performance.

### What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn,

words to describe:

speed, *eg fast*,

shape, *eg twisted, curled, wide, narrow*,

level, *eg medium*, direction, *eg backwards, sideways*,

pathway, *eg zigzag, angular*,

body parts and surfaces, *eg legs, arms, hips, fingers, shoulders, tummy, sides*,

under, through, towards, in front, behind, over



### **Key resources: Scheme of Work**

#### **Y2 Gymnastics unit 2a**

#### **Additional related experiences:**