



Pinner Wood School



Year Group	2	Term	Autumn 1	Subject	Indoor P.E.	Topic	Real Gym-1 Unit 1: Personal skills (Shape and Travel)
						Key Question	How can you travel in interesting ways?
Prior Learning and other Curriculum Links	Reception: Gym: Using mats to move around safely and performing jumps and rolls. Children to use benches to walk across in a straight line. Year 1: Gymnastics: Know tuck, star, straddle, straight and pike and use these on floor and low apparatus				Skills statements	I have begun to challenge myself. I try several times if at first I don't succeed. I can select and link movements together to fit a theme. I can practise safely and work on simple tasks by myself. I can begin to compare my movements and skills with those of others. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	
Fundamentals	Gymnastics: make connections through points or patches of body applying to low and large apparatus and partner work. Use feet and different body parts to travel over floor, low and large apparatus. Learn named jumps and use of apparatus.				Key Facts/Sticky Knowledge	A balance is even distribution of weight enabling someone or something to remain upright and steady A small point balance is maintaining a controlled body position on a small part of the body I.E one hand or foot.	

			<p>To do different balances in floor work by transferring weight from one small point to another.</p> <p>A large patch balance is balancing on a large part of the body. I.E the back.</p>
Our Curriculum Journey	<p>Journey: The children will begin by exploring balance and shapes using points and patches. In the next lesson, they will then incorporate low apparatus into their balances. After this they will begin to incorporate large apparatus into their lesson continuing with static balances. Then the children will begin to incorporate travel into their floor work using different pathways and begin to link these to create a sequence. They will then move onto developing these sequences using a variety of shapes, travel and pathways but with low apparatus. After this they will spent consolidating and performing sequences using a variety of shapes, travel and pathways but using large apparatus. The children will conclude the sequence of lessons with a sequence of their own using large and small apparatus on points and patches.</p>		
Key Vocabulary (revisited)	<p>Travel Stillness Body parts Own space Forwards Backwards Sideways</p>	Key Vocabulary (new)	<p>Controlling Shape Stretch Wide Narrow</p>